

PERSONAL COLUMN

In 1969, Neil Postman and Charles Weingartner, both American academics, published a treatise on education called *Teaching as a Subversive Activity*. It was issued in Britain by Penguin in 1971 and went into several reprints in the early seventies. It starts off with a sort of anti-text drawn from the writings of Sir William Berkeley, Governor of Virginia, who died in 1677. "Thank God there are no free schools or printing;... for learning has brought disobedience and heresy into the world, and printing has divulged them... God keep us from both."

Nowadays, the title itself would be enough to provoke questions in the House of Commons and headlines in some of the popular papers - ("Is this what parents want from our schools?") - and that is a sign of the times. But another sign of the times is that although Postman and Weingartner were writing from what would probably both then and now be regarded as a radical Left perspective, their fundamental message is one that in the Britain of 1986 has been left to be taken up by the very pillars of the establishment, the Tory peers in the House of Lords.

The opening chapter is called "Crab Detecting". This term is taken from a story told about Ernest Hemingway who said that the one essential ingredient needed to be a great writer was a "built-in, shockproof crab detector". The vernacular may be different but this, I take it, what Lord Stockton meant when he quoted his tutor at Balliol saying that the most important lesson of a good education was to be able to tell "when a man was talking rot". The ability to think for oneself, the confidence to challenge received opinion, and the analytical tools to do it effectively, are part of what progressive educationists have always been fighting for. Why then are the champions of this freedom now on the Right?

One can, of course, think privately to oneself that "crab" is of its very nature right-wing nonsense, and "rot" is by definition left-wing nonsense; but it is hard to put this gut understanding of the difference in an intellectually respectable form.

These thoughts were simmering uneasily in my mind as I read a recent collection of



ANNE SOFER

A duty to subvert

'Why are the champions of the freedom to think for oneself now on the Right?'

educational essays published by the Social Affairs Unit called *The Wayward Curriculum*. The Social Affairs Unit is a right-wing outfit run by Digby Anderson, a flamboyant "vouchers-with-everything" privatizer. He himself writes very well, and is not much given to either crap or rot, but some of his contributors most decidedly are, in particular Roger Scruton who takes off like a rocket at the mention of any curriculum innovation, and has a thoroughly cavalier attitude to the idea of checking any of his facts or revising any of his opinions in the light of experience. It is easy to apply the crab detector to him.

But several of the essays in the collection are very different in quality. There is, for instance, a detailed analysis by Donald Hill of an ILEA working party document on "Urban Studies", and a well-documented account of the changing fashions in history teaching by Geoffrey Partington, both of which draw attention to the fact that, far from promoting a more open-minded approach to these subjects, some recent trends in teaching are serving actually to promote a new single ideology. One of the "archaic concepts" which Postman and Weingartner attacked as being destructive of a good education was "the concept of simple, single, mechanical causality; the idea that every effect is the result of a single,

easily identifiable cause". Tell that to the anti-racists and anti-sexists.

There are also a number of essays in the *Wayward Curriculum* which, while not exactly breaking new ground, at least traverse areas which have been neglected of late. It is a contemporary cliché to say that the traditional curriculum has overemphasized "cognitive development". Nobody challenges this. But the implied corollary, that we know most of what there is to be known about cognitive development and we do not need to think about it any more, has also tended to remain unchallenged. By far the most impressive work in cognitive development that I have seen in the last 10 years was in a school for the severely subnormal where a team of teachers had been working on maths materials: the exercise had obliged them to think deeply and with ingenuity about how to exploit the limited brain power of their pupils and lead it along a line of deductive reasoning. Has the same work been going on in the main stream? Two contributions, one on maths and one on modern languages, both written by teachers in comprehensive schools, discuss the dangers of teaching these subjects chiefly through practical application, without regard to the need to learn the underlying structures and apply them logically. Now this may seem like traditional peda-

gogic stuff, boring even perhaps to some, but I ask myself again, and with some frustration, why does it have to find a home between these particular covers? Are the ideas of open-mindedness and academic rigour to be identified only with the right-wing opponents of comprehensive education?

Few people perhaps will read this particular collection. But in the same week as the *Wayward Curriculum* was published, a cheery little Fontana paperback came out which will probably prove far more of a bombshell. It is called *Back to Basics: Your Child's Progress from 7 to 13*, and is written by Michael Nathenson, a senior lecturer in the Institute of Educational Technology at the Open University. Based on NFER material it is a collection of tests which parents can administer to their children to assess their achievement in maths and English. There are complete instructions on how to use the tests and mark them and then compare them with the national figures. They have been tested on 1,500 children who - we are assured - loved doing them. "So now, for the first time in the United Kingdom, every parent of a child between seven and thirteen can find out how their child compares to a national sample." Mr Nathenson, like Postman and Weingartner, is an American. It is not new for the most subversive ideas to come from across the Atlantic.

Next week

Engineering essays
Forget the muck - produce the brass: the results of our annual competition

What the people want
Nick Baker investigates the book-buying policies of WH Smith

Two cheers for Mr Baker
Roger Watson on publishing for GCSE

EXTRA
Environmental education

NOTICEBOARD

No 259 CROSSWORD by Rupert

PEOPLE...

Dr Helen Gilchrist to be vice principal (curriculum) at Accrington and Rossendale College in succession to Mr Peter Moseley, who has been appointed principal of the new Northamptonshire College of Further Education. Mr Bill Daniel to be director of the Policy Studies Institute in succession to Mr Donald Darz, who resigned to accept an appointment in the office of the Group Chairman of Glaxo Holdings. He was formerly deputy director.

CONFERENCES...

June 27
City and Guilds of London Institute Further Education Teachers' Certificate conference at East Warwickshire College, Rugby, with Dr Frank Foden. Details from Mary Sage, East Warwickshire College, Lower Hillmorton Road, Rugby, Warwickshire.

June 21
Education into Industry University of Surrey exposition for teachers, sixth formers and parents - stands, displays, lectures, discussions and debates. Details: Mike Goodfellow, University of Surrey, Guildford, Surrey GU2 5XH.

June 28
Primary curriculum workshop in anti-racism, multicultural teacher education at the University of Warwick. Speaker: Mr Terry Mortimer. Details from Ms Tricia David, University of Warwick.

Department of Education, Westwood, Coventry CV4 7AL.

July 1-3
Gender and Mathematics Association (GAMMA) conference for lower sixth form girls on *Mathematics and your future*. Details from Marion Kimberley, Department of Mathematical Sciences, Goldsmiths' College, New Cross, London SE14 6NW.

July 5
Association of African, Caribbean and Asian Academics seminar on *Black people in British politics* at Central London Polytechnic, 35 Marylebone Road, London NW1 from 9.15am to 1pm. Details from Horace Lashley, Warwick University School of Education, Westwood, Coventry, or Godfrey Bramwell, Department of Sociology, Institute of Education, 20 Bedford Way, London WC1.

July 5
British Association for Irish Studies Inaugural meeting at the Irish Club, 82 Eaton Square, London SW1. Details from Dr D. Cairns, Humanities Department, North Staffordshire Polytechnic, Beaconsfield, Stafford ST18 0AB.

July 9
National Association for Gifted Children discussion meeting on *Anxious parents? Anxious children?* at North Westminster Community School, Paddington House, Oakington Road, London W9 at 7.45pm.

July 9
Local Government Education Finance Seminar convened by the Department of Government, Brunel

University. Details from Professor Maurice Kogan, Department of Government, Brunel University, Uxbridge, Middlesex UB8 3PH.

July 9-12
National Festival of Music for Youth at London's South Bank. Programme details from NFMY, 25a Kings Road, London SW3 4RP. Tickets from the Box Office, Royal Festival Hall, SE1 8XK.

July 10
Work after tomorrow: living with technology Women's Corona Society and Overseas Development Administration conference at Westminster Cathedral Conference Centre. Speakers include Professor Jean Miller, Sir Peter Marshall, and Madame Xie Hong. Details from Women's Corona Society, Minister House, 274 Vauxhall Bridge Road, London SW1V 1BB.

COURSES...

July 13-18
Experimental approaches to personal and social education - a residential course using practical workshops to explore forms of experimental learning which can be used in the classroom with students of a wide range of age and ability. Details from Miss J. Kurland, School of Education, University Park, Nottingham.

July 20-26
Guidance for higher education at the University of Technology, Loughborough for teachers and careers advisers. Fee £164. Details from the Centre for Extension

Studies, University of Technology, Loughborough LE11 3TU.

July 21-26
Mathematics and microcomputers in the secondary curriculum at West Sussex Institute of Higher Education. Details from HMI Support Services (Short Courses), DES, York Road, London SE1 7PH.

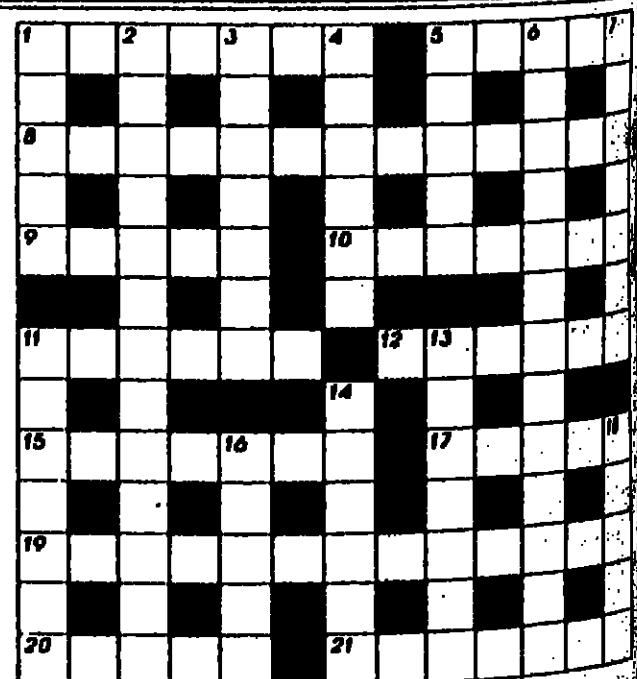
SUMMER SCHOOLS...

July 19-26
Studies in the art and architecture of Chester. Details from David Kinnmont, University of Bristol, Wills Memorial Building, Queen's Road, Bristol BS8 1HR.

August 4-8 and 18-22
Two music education courses at Roehampton Institute, London, the first on Orff, and the second on Dalcroze. Details from C. J. Mann, RCE Office, Digby Stuart College, Roehampton Lane, SW15 5PH.

INFORMATION

GCSE
The Northern Examining Association is running a Freezone service until July 4 to answer queries about GCSE syllabuses, training and exams for all teachers in the 3,600 centres using NEA exams. The Helpline will be open Tuesday, Wednesday and Thursday from 5pm to 8pm and Monday and Friday from 1pm to 5pm. Dial 100 and ask for Freephone Northern Examining Association.



Across

- 1 Such matters are usually kept secret (7)
- 2 Student of optics? (5)
- 3 Compulsory grounding for an aviator (6, 7)
- 4 See Sue going out with a mean person (5)
- 5 Assemble for a little prayer (7)
- 6 Transport left in plant (6)
- 7 Honour I dream about (6)
- 8 Find her with nothing on in bed, smoking one? (7)
- 9 Tea cups, etc (5)
- 10 Fair entertainment provided by actor or singer, perhaps (6)

Down

- 1 Impressive, though not entirely legal (5)
- 2 He predicts a bank clerk will be after a lot of money (7, 6)
- 3 Titanic destroyer? (7)
- 4 How the sailor and parson may join together (6)
- 5 Penal reform board (5)
- 6 Not the head of the church, but still a VIP (5, 8)
- 7 He gets what's left (5)
- 8 Understands the

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- 14 Solution to puzzle (5)

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Speaking in tongues

In a less imperfect world than we now inhabit, language would be a unifying force. It would enable thought and feeling to pass freely from one person to another. At its best, language does this. Often it does not. Language, which should liberate, ties the tongues of those who try to use it. To prevent that happening, to enable language and meaning to flow freely, remains the pre-eminent task of the school system.

A recent report from the Centre of Caribbean Studies, *The Unequal Struggle*, (reported on page 3) reminds us of what can go wrong. The story Dr Gibson tells is one of failure; a failure of the school system, sustained over time, to understand the implications of the language used by many children of West Indian origin and the consequences of that for the way school and child interact or fail to interact.

We remain, ministerial exhortations and Second Opinion notwithstanding, a determinedly monolingual society. This latest account of the experience of black youngsters is part of a long history of the way those who control the education system react to dialect, whatever its geographical or ethnic origins.

Sixty years ago, the Board of Education, in its *Handbook of Suggestions for Teachers*, looked politely down its nose at the whole issue. "Teachers," it remarked, "should not consider themselves in any sense called upon to extirpate genuine local dialects." The hint of menace is apparent. Should anything other than a genuine dialect be discovered in the woodwork, woe be to it. And, in any case, the fact that there was one language at home and another for school use did not imply that the two were to be

on an equal footing: "Provided that the school language is treated with proper respect, and the home language not scorned as if it implied some moral obliquity, the charge of bilingualism need not be a reproach."

In other words, bilingualism was to be allowed out on bail, but there were some strong words from the bench about its behaviour.

Undoubtedly, thinking has moved on in the last 60 years; though actual practice is still nearer to the notions of 60 years ago than we may like to believe. But there has been some progress. In the 1960s, for example, the expressive force of dialect writing, in Yorkshire and elsewhere, was celebrated and acknowledged. So too were the difficulties dialect could cause. If a child from South Yorkshire were to remark "tintintin", a teacher from the South might not immediately connect what had been said with "it is not in the tin". But that would be a passing problem for the teacher. The problem for the dialect speaker would be a lasting one.

What applies to writing applies equally to reading. Commenting in 1969 on his research in the United States into the effect of dialect on reading, Lahov remarked: "Eventually the child may stop trying to identify the shapes of letters and guess wildly at each word. Or he may lose confidence in the alphabetic principle as a whole." Either way there is an educational problem to be solved.

Dr Gibson's sample of 500 black youngsters suggests we are still a long way from the solution. A girl who could read at five remarks on leaving school devoid of academic success: "I always had the greatest difficulty understanding the teachers."

Again, more than 90 per cent of the young people surveyed said their attitudes to teachers were determined by what they felt to be the teachers' attitude towards them. The result of that interchange was that nearly 70 per cent of the youngsters had a negative attitude towards their teachers.

The picture is a depressing one: of thwarted aspirations and a less than adequate response by those in a position to offer one.

What is the way forward? There is a difficult balance to be established. As Peter Newsam argues in his Personal Column (page 80), the importance of what children bring with them to school has wholeheartedly to be acknowledged. Yet the practical problem remains. To play a full part in society many children need to be fully bilingual; and one of those languages needs to approximate to standard English. Some experts deny the existence of such an English. For them a working definition must be that it is the kind of English in which they write to say there is no such thing.

The title of Dr Gibson's research is *The Unequal Struggle*. The conventional response to such a struggle is to give up. That cannot be right. This is a struggle that, over time and with effort, simply must be won.

One way to win that struggle is illustrated in a poem published some time ago by an 11-year-old:

There was a young boy / Who travelled far away
He was going to Leeds / Just for a day
When he got there / People kept speaking / In a
very strange way.

A young Londoner teasing the North? Clearly and confidently done, anyway; and his name was Panjit Singh.

COMMENT

Checking the signals

On pages 12 and 13, David Budge looks at the evidence which could be used to test the wild but frequent assertions by businessmen that educational standards have fallen.

It is difficult to do this dispassionately because there is nothing dispassionate about the attacks on the schools and the professionals who staff them. Recent effusions from such politicians and tycoons as Geoffrey Patte - a man who has lately been forced to eat some of his wilder words (on council housing) - Robert Maxwell and Sir John Egan demand some response: not just equal and opposite statements of unsubstantiated opinion, but a careful attempt to show what conclusion the established facts do or do not support.

Anyone who hopes for incontrovertible proof that everything in the garden is rosy is bound to be disappointed. Few scientifically indisputable judgements are on offer about "national" standards. What there is, instead, is a series of measures, of varying degrees of accuracy, which provide information about performance at any given time. Some of them (such as the surveys carried out by the Assessment of Performance Unit) are based on random samples. Others take the form of the exam results of those members of the relevant population who choose to submit themselves for examination. From these sources it is not scientifically possible to derive conclusive evidence of improvement or deterioration over any length of time.

Does this mean that no one can draw any conclusions? No, of course it doesn't: serviceable judgements are quite possible without the kind of statistical proof academic purists might desire, and the reasonable inference from the evidence is that Messrs Patte, Maxwell, Egan et al are quite simply wrong.

What is clearly needed is some regular attempt to assemble and evaluate the evidence in laymen's terms and

feed it into the public debate. It certainly is not easy to do, but this - which was part of the original APU brief - remains a task which Ministers should put in hand. It is not a matter of creating a single yardstick, but developing a series of indicators which, taken together, might provide pointers to the truth. The analogy is with the economic indicators which can form the basis of judgement.

The APU's current series of reviews are welcome but they don't fill this gap. The 1986 Education Bill proposes to abolish the DES of the duty of an annual report to Parliament: why not keep the annual report but change its format in this way?

Pay - yes and what else?

News of the increasingly desperate shortage of science teachers is now coming thick and fast. This week we have the Royal Society (page 3) and the graduate employers and careers advisers (page 8) piling up the evidence and piling on the despair.

The £1,200 bribe for scientists and mathematicians who sign up for PGCE courses has made no significant difference. When scientists are in such demand, and the whole country has been made miserably aware of teachers' low salaries and poor working conditions, that is hardly surprising. The recruitment of university science teachers is being equally badly hit by deteriorating pay and conditions. Gad sir, Sir Keith Joseph was right - the market will not be defied.

Distance learning is a straw that many are grasping: the advocates of computer-aided learning and interactive videodiscs are the only optimists in town. Good lively teaching materials could certainly play a part in revitalizing science teaching, but they cannot replace qualified teachers.

A forthcoming DES consultative paper is likely to recommend bringing people from industry to help out in schools, perhaps on secondment or after redundancy or early retirement.



See Michael Smith: Bribes for the scientists on page 17

In present conditions, it would take missionary fervour to attract them, and they would certainly need tailor-made training to update them on subject matter (perhaps using distance learning) and give them some school experience.

Another solution being advocated is to pay students to take shortage subjects. Michael Smith may well be right when he suggests (page 17) that extra grants for undergraduates would be more effective, and less distorting educationally, than grants to sixth-formers.

What is clear is that, given the national shortage, it is impossible to envisage a pay deal for teachers, even one with differential payments for shortage subjects, that would by itself bring science graduates back to schools (or, just as serious, universities) in large numbers - even though young science teachers now whizz up the pay scales to head of department level within a few years.

Better pay would help, however, as one measure among many - distance learning materials, conversion courses for teachers of other subjects, attempts to recruit from industry, improvements in working conditions for teachers, and, last but not least, full backing to those (in the Royal Society and elsewhere) who want to reduce the content of school science courses to make science more interesting and accessible to more pupils.

Not how but why?

The Chancellor of the Exchequer hit the headlines recently with figures which purported to show that more was spent on each pupil in Britain than in other leading OECD countries. Now (see page 3) covered in ignominy, Mr Robert Dunn, parliamentary secretary to the DES, has had to confess that the figures, which the DES worked out from UNESCO statistics, were all wrong.

The DES has no monopoly of error - certainly no newspaper could afford to cast the first stone - but the irony of the situation is undoubtedly rich. The question to ask is not how the arithmetic error occurred but why the manifest absurdity of the answer which it produced was not challenged. You did not need to be a statistician to know that, given the salary levels in France or Germany and the fraction of total education spending which goes to salaries, the true facts could not correspond to this picture conjured up in the DES calculations.

Professor Gareth Williams (*TES* June 13) pointed out some of the mistakes and the flimsy nature of the underlying evidence, but would the DES have fallen into this trap if it hadn't got used to subordinating its own critical intelligence to the Josephian imperative?

The crowning irony, of course, is that the figures originally surfaced in a parliamentary answer given by Mr Dunn on May 13 (while the stingy Sir Keith still presided) but by the time Mr Lawson used them on June 3 to hit the DES over the head, Mr Baker had taken over and the DES tune had (or should have) changed.

...no comment

Question 13(a) should read: "Describe how the problem might be overcome by slightly amending an instruction" - Cambridge Local Examinations Syndicate notice to teachers.

Second opinion

A strategy now make it happen

The Government's draft policy on foreign languages in schools is welcome if only because it will attract attention, perhaps for a few months, on an area of the curriculum which seldom hits the headlines.

It details cogently the main current modern language teaching, particularly outdated methods, the dominance of French and the drop-out rate, especially of boys.

However, like previous documents of its kind, notably *Foreign Languages in the School Curriculum* (1980), it is decidedly weak in imperative, being merely that "action is needed" then setting out what "should" be done by local education authorities, governing bodies, teachers, parents and employers.

This is not tantamount to saying, though, that none of the necessary improvements will take place. They are, in fact, already happening because the Government says they should be, but for two different reasons: the advent of GCSE, and the realization of teachers themselves that all is not well.

The new statement appeals to emphasis on communicative, task-based learning, more relevant to life, more practical and therefore, incidentally, more likely to attract drift of boys. Such a change, however, seems somewhat late. Teachers are currently in the preparation for GCSE which, with AS level and some new A-levels already moving classroom practice, this direction. The Government appears to be jumping on to a bandwagon already in motion.

The Department of Education is preaching to the choir, as far as language teachers are concerned - and not only because of new examinations. They have been contemplating their own navel: not only do they recognize low public esteem in which their subject is held and that there is much to be gained in the state of language teaching, but they have already taken their house in order. A good example of this is the development of assessments.

In other respects, however, policy statement makes recommendations long urged by teachers, who nevertheless have been powerless to implement them. The dominant problem of French and the concomitant one of other languages are the matter of policy decisions made by bodies and individuals, not by the Government. The Government must take up teaching and the long-term consequences this could have for British science.

Latest Department of Education and Science statistics show that one of every five secondary school pupils is not able to study physics because of enervating bodies and individuals, not by the Government. The Government must take up teaching and the long-term consequences this could have for British science.

The importance accorded to the subject of foreign languages in the curriculum is not reflected in the pay of teachers. The importance of the subject is reflected in the pay of teachers. The importance of the subject is reflected in the pay of teachers.

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Parents in PARENTS... teachers' leaders line up behind representatives of parents' groups. They include Fred Jarvis, general secretary of the NUT (second from left), Peter Smith, deputy general secretary of AMMA (third left), David Hart, general secretary of the NAHT, Nigel de Gruchy, deputy general secretary of the NASUWT (both centre) and Dorothy Womack, chairman of PAT (third from right).

Government to push for more physics staff

by Barry Hugill

The Government is about to publish a consultative document on possible measures to remedy the acute shortage of physics and mathematics teachers.

Its intentions were revealed in a week when two leading physicists called for further Government action to recruit more physics teachers.

Professor Joe Vinen, of Birmingham University, described the lack of teachers as "potentially catastrophic" while Professor Russell Stannard, of the Open University, said the situation was so bad the Government must launch an immediate rescue package.

Professor Stannard added: "Ministers must understand the need to buy their way out of trouble."

Both professors were speaking to a seminar last Monday organized by the Royal Society which is gravely concerned at the reluctance of physicists to take up teaching and the long-term consequences this could have for British science.

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DES owns up to spending facts error

by Biddy Passmore

The Department of Education and Science has admitted that it made an elementary statistical mistake - which had the unfortunate side-effect of damaging its ministers' case for extra funds.

Mr Nigel Lawson, the Chancellor of the Exchequer, claimed in the Commons recently that Britain spent roughly the same per pupil as West Germany, some 20 per cent more than Japan and as much as 50 per cent more than France. More spending, he implied,

was not the answer to education's problems. It emerged that his information had been gleaned from a parliamentary answer by Mr Bob Dunn, education junior minister, to a question by Mr Austin Mitchell, Labour MP for Grimsby. The irony deepened when the source of the statistics proved to be Unesco, Mr Lawson's least favourite organization.

This week, however, Mr Dunn wrote to Mr Mitchell saying the sums were quite wrong. He regretted, he said, that the DES "statisticians made the elementary mistake of failing to adjust the financial data to a 1983 basis despite the fact that the answer clearly stated that this had been done".

The unadjusted figures show that Britain does not spend up to 50 per cent more per pupil than France but less than 1 per cent more. And West Germany spends 16 per cent more than the UK per pupil, not "roughly the same".

Mr Baker, who does not like having his case undermined, is believed to have discovered the mistake. There is said to have been a painful post-mortem at the DES.

HMI presses for subject updating

by Hilary Wilce

Six clear in-service training needs have been identified by Her Majesty's Inspectorate from a study of its recent reports on schools.

They are: subject updating and retraining; the development of skills necessary to identify pupils' educational requirements and the ability to match tasks to those requirements; the improvement of departmental and school management, especially the ability to work in teams; the development of a broader range of teaching styles; the development of assessment skills and the recording of pupil progress; and the opportunities for teachers to see high standards of teaching in other schools.

Mr Mike Tomlinson, staff inspector of in-service training at the Department of Education and Science, told a conference in London this week that although these key needs had been pinpointed by the Inspectorate, they should not be taken to be official training priorities.

New arrangements for in-service training, due to come in next year, will include designated national priorities. The conference, organized by the Standing Committee for the Education and Training of Teachers, was called to examine the new funding and planning arrangements for in-service training.

West Indians hampered by poor English

By Diane Spencer

Poor understanding of English is one of the main causes of West Indian underachievement, according to a research study published this week.

Dr Ashton Gibson, director of the London-based Centre for Caribbean Studies, found that 80 per cent of a 300-strong sample of teenagers had difficulty in understanding what their teachers said.

Racism and the stress of living in a society that devalued black people were also cited as key causes of poor school performance.

The results of his study, first reported in *THE TIMES* in January, are contained in a book, *The Unequal Struggle*, published by the CCS, Caribbean House, Bridge Road, London N1. £10.95 hardback, £6.95 paperback.

Memorial service

Politicians and teachers' leaders yesterday attended a memorial service for Sir Ronald Gould, the former general secretary of the National Union of Teachers, at Wesley's Chapel, City Road, London. Sir Ronald died on April 12.

Unions join parents to fight for more money

by Mike Durham

Parents' groups and teaching unions this week announced an "historic" alliance to campaign for greater education spending, particularly on teachers' salaries, school buildings, and books.

A new pressure group known as PARENTS, has been described as a landmark in the history of parental involvement in education. It promises joint action on resources.

PARENTS - which stands for "Put additional resources into education now for today's schoolchildren" - has the support of all six teaching unions, and five leading parents' bodies.

Both sides claim that parents' support for teachers will continue, even if the teachers' pay talks break down and there is a resumption of industrial action in schools later this year.

In a four-point agreement, teachers and parents say:

- parents will push for a successful outcome of teachers' pay talks because "a properly paid, high-status teaching force" is the first essential towards resolving the schools crisis;
- teaching unions will urge members "to continue to promote peace and calm as an essential step towards restoring and developing the partnership with parents";
- both sides will push for priority to be given to state, not independent, schools;
- they will demand more action on badly-maintained buildings and out-of-date books.

The agreement - which in practice means more joint rallies, platform appearances and lobbying - comes six months after the teachers' pay dispute threatened to split the movement down the middle over the problem of disruption in schools.

Parents' leaders now hope that, after a period of calm in schools, parents will give full support to teachers. They dismissed questions of what would happen if industrial action resumed as "hypothetical".

But Mrs Sheila Naybourn, NCPTA press officer, said: "By the time our message has got through, parents will know where to put the blame for any industrial action in future."

The new pressure group also has the support of the Campaign for the Advancement of State Education (CASE), the National Association of Governors and Managers (NAGAM), All London Parents' Action Group (ALPAG) and the parents consultative committee of the Inner London Education Authority.

Professional Association of Teachers

WHAT EVERY TEACHER NEEDS TO KNOW

PAT is the most rapidly growing teachers' union in the United Kingdom. Its membership increased by 12,000 in 1985. In 1985, there has been a further increase in membership of several thousands.

PAT was responsible for the referral of the 1985/86 dispute on teachers' pay to ACAS and is committed to establishing professional conditions of service and professional levels of salary.

PAT has shown it is possible to advance teachers' interests without harming pupils' education. PAT is not allied to any party political group and has parliamentary consultants and advisers in the Conservative, Labour and Alliance sectors.

If you wish to join PAT, all you need do is write to the following address (no stamp required):

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NEWS

Hilary Wilce explains why an old political chestnut is in the fire again

Protests revive interest in student loans proposals

Last week's decision to resurrect the idea of student loans could prove to be a case of fourth time lucky for the Government.

Loans have been on and off the agenda since 1980 but the climate has changed considerably since they were last thrown out, almost exactly a year ago. Some observers are now predicting that it could be an idea whose time has finally come.

Over the past 12 months the crisis in higher education funding has deepened, and the urgency of the need to do something about student grants has become more apparent. Backbench Tories, worried about their re-election prospects, and even parents themselves, have come to see that some sort of loan scheme might be a necessary evil.

Other voices have been raised. Last autumn the Institute of Directors called for a phased introduction of loans, and in February Dr David Owen, leader of the Social Democratic Party, made a personal plea for a radical new system of mixed grants and loans.

University vice-chancellors are already examining a number of mixed loan and grant schemes, and even the Labour Party, while remaining totally opposed to loans, is now acknowledging that if access to higher education is to be maintained, then the enormous costs of this have to be examined far more closely.

During the past year, more than half

the country's vice-chancellors have written to MPs and parents asking them to lobby for urgent action. (One Exeter University student's parent, Mr Norman Tebbit, chairman of the Tory Party, refused. He asked the vice-chancellors to also circulate the Government's side of the case. They, in turn, also refused.)

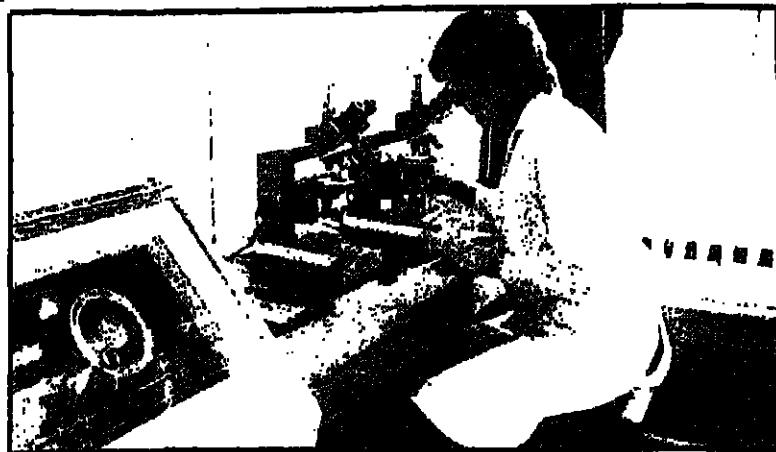
In an attempt to contain the pressure Mr Kenneth Baker, the Education Secretary, last week announced another comprehensive review of student support, to be carried out under the chairmanship of Mr George Walden, higher education minister.

It would look as though, and increased company sponsorship of students, he said, while trying to ensure that students would not be deterred from entering higher education, or be handicapped in their studies, by lack of means.

The review, which is expected to be completed next year, is undoubtedly a way of deferring action until after the next election, but if the present Government is returned it will have to grasp the nettle.

The immediate political problems of loans are that they increase public spending in the short term - in administrative costs and in underwriting loans - and are unpopular with Tory-voting parents.

Other objections to them are that they can deter women, who fear their debts may be passed on to their



A loan scheme might encourage more students to take science courses.

husbands if they choose to leave paid employment to rear a family, and students from working-class families. Study patterns can also be distorted, with more students taking up courses likely to lead to lucrative science and engineering jobs - although in some circles this is seen as a positive advantage.

The most likely solution is some sort of part-loan, part-grant scheme which offers significant savings on the grant bill while at the same time keeping down the political and social disadvantages. Any number of these have already been worked and reworked within the Department of Education and Science, and by other interested bodies such as the Committee of Vice-Chancellors and Principals.

Professor Fred Holliday, vice-chancellor of Durham University and chairman of the CVC's student awards sub-committee, said this week that thinking along these lines was well advanced, but any new scheme must be certain, simple and adequate.

A level students should not have to worry about uncertain funding, he said, and the regulations should be straightforward. "You shouldn't need a PhD to understand them."

One such scheme, said to be on Mr Baker's desk, has come recently from Mr Christopher Ball, chairman of the

board of the National Advisory Body, which advises the Government on public sector higher education, and Warden of Keele College, Oxford.

This would give students a two-year maintenance grant, paid at home student rates. They would then complete their studies by taking out loans or finding a sponsor. Fees would be paid for three years, and in areas of greatest national need the grant would be extended for a third year.

Mr Ball argues that the plan would encourage 'local' universities and also help match qualified manpower to demands from employers. Critics fear it would encourage the growth of unsatisfactory two-year degree courses. But the Government cannot afford to ignore any scheme that might map a path through the minefield of student support, given its own dismal efforts so far.

Last week Mr Norman Fowler, the Social Services Secretary, announced a partial climbdown by agreeing students could continue to claim housing benefit in this year's long vacation.

At the same time, the Government announced new rates of grant for the next academic year. They amount to an increase of 4 per cent, but this only goes a small way towards repairing the 15 per cent devaluation of the grant in real terms since 1979.

DIARY
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Maiden over-ture

If educational news seems rather next Wednesday, blame the Department of Education and Science. DES officials have challenged education

correspondents to the annual match next Tuesday and some of their favourite reporters will be there, hoping to reverse a series of defeats.

Members of the Adult Literacy Basic Skills Unit (ALBSU) have responded to a similar DES challenge in a different way. All but two of the you see, are women, and they are not Rachel Heyhoe Flint. So they have challenged the DES to a game of Trivial Pursuit instead. The date has yet to be arranged.

Bogus bodies

The list of 180 British-based "degree mills" which appears in a forthcoming Council of Europe report contains some names subtly designed to confuse and others that are frankly absurd. In the former category are Coventry University (not Warwick University, which happens to be in Coventry) and Newcastle University (not to be confused with the University of Newcastle).

In the latter are the Creative University of Southend, London and Avatar Episcopal University, but St Giles University College might also be thought to sound a little suspicious. Indeed, it would be the Bacon School of Rhetoric, a companion institution to the Freud School of Food and the Freud School of Food and the Freud School of Food.

Charm.

Shuffle

A remarkable reshuffle of the civil servants responsible for vocational education and training is about to place Mr Roy Walker, the under-secretary who heads the DES branch which covers all vocational education beyond the schools, industry and the youth service, in to go to the Department of Employment where he will be responsible for the YTS, careers service branch, the boards, adult training, training and a range of linked matters.

Replacing him is Mr James, an under-secretary, who is moving not straight from the DES, but from Manpower Services Commission. Under an engagingly informal manner, the ex-vice-chancellor of the Commission has been in the crossfire between the DES and local authority education.

Ma Bacon, often described as the Commission's high-flying woman, made her mark in the Training Opportunities Scheme, the programme for retraining the unemployed which first brought the MSC into the funding of college courses. One of those who worked once described her as being awesomely logical - "so much so she doesn't always perceive the considerations that the rest of us take into account".

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Comic sketch

An extract from the minutes of the Commons committee on the Education Bill gives the general flavour of the proceedings. Mr Andrew F Bennett (Lab, Doncaster North), to Mr Bob Dunn (Lab, junior minister: Who is your favourite writer?

Mr Dunn: It is all my own work. Mr Clement Freud (Lib, Brighton): Mr Dunn: I am not after a job in television...

Acron

Pupils still missing the point on decimals

by Barry Huggill

Most secondary school pupils can produce "interesting and legible" written work and only a small minority have real difficulties with writing. But many do not understand the use or meaning of decimals.

Reports from the Assessment of Performance Unit, published this week, show clearly the success of much English teaching and the ineffectiveness of many maths courses.

The APU found that about one-third of pupils at both 11 and 15 considered that a number with three decimal places was smaller than a number with two decimal places, regardless of the digits involved.

About one-fifth of 15-year-olds and two-thirds of 11-year-olds appeared to ignore the points in decimal numbers and many pupils failed to see the links between the decimal system and metric system of measurement.

Slightly more encouraging was the discovery that though pupils often had great difficulty with "pure" decimal calculations they were often able to handle calculations when they were presented in "everyday contexts".

Although the majority of pupils experienced few problems with writing the APU found, as it has in the past, that pupils were often more concerned

with neatness and correctness than with the subject matter, style and purpose of their work.

The APU suggests that pupils might benefit from a more critical study of types of writing other than narrative fiction.

It also says that pupils should be taught the difference between written and spoken English.

At age 11, girls and boys performed equally well in the majority of speaking and listening tests but girls did better, both at 11 and 15, at writing.

Most 11-year-olds were capable of adapting their approach to deal with

different kinds of speaking tasks.

Copies of *Speaking and Listening: Assessment at Age 11; The Assessment of Writing: Pupils Aged 11 and 15; The Framework for the Assessment of Language and Decimals at Age 11 and 15* are being sent free to local education authorities, teacher training institutions, teacher centres, and to each primary and secondary school.

Additional copies can be purchased by writing to: NFER-NELSON, Darville House, 2 Oxford Road East, Windsor SL4 1DF or by telephoning 0753 858961 for price and ordering information.

CSE Hitler question angers union

by James Meikle

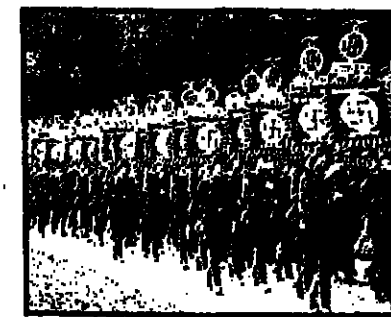
Teachers have complained that one of this year's CSE history questions invited racist and anti-Semitic views.

Candidates from 100 schools in the South West of England were asked to imagine they supported Hitler in 1938 and describe how his policies in dealing with Germany's enemies inside the country had made them enthusiastic.

The Avon division of the National Union of Teachers has formally objected to the question which appeared in a Twentieth Century World Affairs paper set by the South Western Examinations Board.

Mr Paul Dickerson, divisional secretary, said the question was "totally irresponsible" and added: "Jewish children would properly feel affronted by the question because of the way it is worded. It can only really be answered from a Fascist perspective."

"Our complaint is that this is one-



Pupils were asked to imagine they were Nazi Party supporters

sided, not that children should not be tested on Fascism or Hitler's policies."

Mr Malcolm Thorner, subject officer for the board, said there had been no complaints from schools taking the paper. Teachers had been involved in the team preparing the exam.

The full question was: "Imagine you are a German who, by the end of 1938, has become an enthusiastic supporter of Hitler and what he has done for Germany since coming to power. Describe how Hitler's policies in connection with the following have made you enthusiastic:

a) Making Germany and its people more prosperous;
b) Involving people in the Nazi Party;
c) Dealing with Germany's enemies inside the country."

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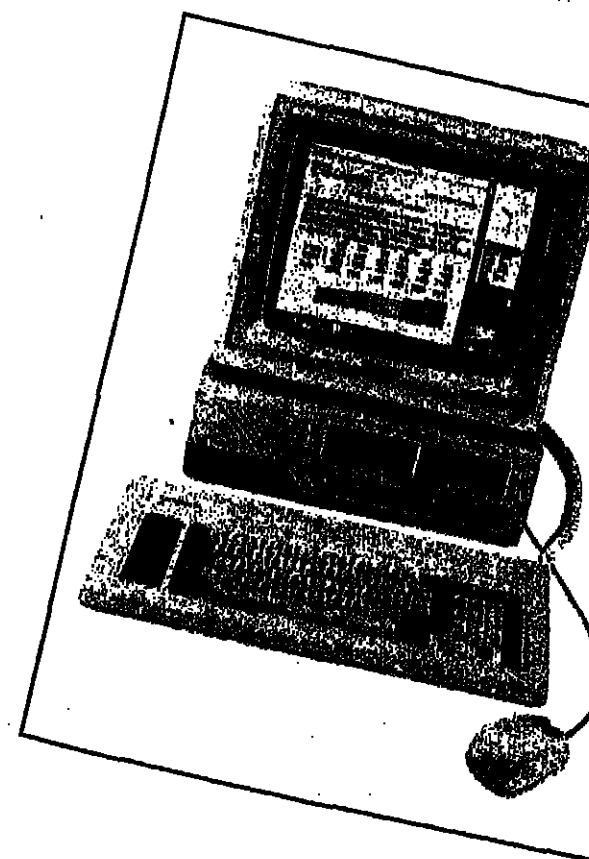
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NEWS

Hilary Wilce reports on the battle to keep initial teacher training at Humberside and Portsmouth and looks at the reaction to proposed in-service guidelines

L.e.a.s seek answers to in-service questions

Draft guidelines on how the new arrangements for in-service training will work have been issued by the Department of Education and Science. But some authorities directly involved in organizing the radically changed system have complained that many questions remained unanswered. The guidelines set out administrative procedures, but do not state how much money will be available for INSET, or which areas the Government considers to be national priorities. Neither will be known until late summer, after the Education Bill which gives the DES powers to implement the new scheme has become law, and after decisions on local authority expenditure are taken.

Local authorities will then only have until the beginning of October to finalize their bids for the next financial year.

"It is the wrong kind of timetable to create change," said Mrs Jo Stephens, senior assistant education officer for Oxfordshire. "We would have liked the guidelines now, to be able to plan for the year after next. As it is, the only preparation we can do is guesswork."

Under the new scheme, authorities will bid for money from the DES for an in-service training programme that will include separate allocations for national and local priorities. It will replace existing pooling and grant arrangements, including the Technical and Vocational Education Initiative related training scheme, TRIST.

TRIST is widely seen as a pilot programme for the wider scheme, inevitably now dubbed CRIST - general in-service training. Although the principles of the new scheme have been generally accepted, there are widespread fears the Government will try to run it on inadequate funds.

Both the Association of Metropolitan Authorities and the Association of County Councils are co-ordinating discussions until they see how much money will be available. They say it should be in the region of 5 per cent of the teachers' salary bill, or double what is now spent, but acknowledge this is unlikely.

Teachers' associations are also sceptical of the increased centralism of the scheme, and also fear the funding will be too low. The lecturers' union, Naffie, is also worried that the technically-based TRIST training will not get the importance it deserves when it becomes part of a wider scheme.

Colleges urge DES rethink over training cutback plan

Colleges scheduled to lose initial teacher training under plans revealed by the Department of Education and Science are pushing hard for a reprieve.

A deputation from Humberside College of Higher Education met DES officials last Monday. And on Wednesday, representatives from Humberside and from Portsmouth Polytechnic lobbied MPs at Westminster.

The board of the National Advisory Body, which advises the Government on public sector higher education, has also voiced concern about the proposals.

Humberside says it has been unfairly judged on an inspection by Her Majesty's Inspectors carried out in 1983. Since then it has entirely restructured its courses, changing the two-year DipHE plus two-year BED to a four-year BED.

The college argues that it serves a large geographical region, and that in-service training and initial training

are so closely linked that removing initial training would seriously harm its extensive in-service work.

Dr Mike Williams, the newly-appointed head of teacher education, said the deputation to London, which included the deputy director of education for Humberside, Dr Mike Garrett, had stressed the college's links with Hull University, and the willingness by both sides to extend these.

The DES has told the college that its decision was based on the small size of the school - it has the equivalent of about 500 full-time students, with about half in initial training. This only just meets the minimum size the department deems acceptable.

It also considered the college, where all initial training is for primaries, had no distinctive provision in maths, science and early years' training.

Similar reasons were given at Portsmouth Polytechnic. The DES was also critical of its lack of association with places of advanced further education.

The head of educational studies, Mr Ian Rolls, said the polytechnic was expecting to meet ministers to put its case, although no written submission has yet been made.

The school, which is mainly concerned with primary training, has the equivalent of 360 full-time students.

Mr Rolls said that although maths was not a specialist area in the school, all students had a substantial amount of maths training. A decision not to specialize in early years training had been taken a decade ago. Such provision was available in neighbouring Southampton, he pointed out.

The Government plans to concentrate expanded teacher training in larger, cost-effective units, able to offer groups of subject specialists and provide greater academic rigour. Smaller colleges are being instructed to build links with universities and polytechnics. The number of primary training places will rise from 7,020 this year to 8,615 in 1989. Secondary places will increase from 3,930 to 4,545.

IN BRIEF

Blind president

A blind student has been elected president of Sussex University's student union. Mr Neil Jarvis, 21, has finished a BA course in African and Asian studies. He is believed to be the first blind person to be elected to a post.

Energy quiz

A competition aimed at improving awareness of energy and industry school children has been launched by Energy Secretary, Mr Peter Walker. It is expected to attract more than 200 entrants from secondary schools and colleges.

Cancer test

Women teachers in the Leamington borough of Havering may be offered cancer screening at the county's new cancer centre. The authority is considering extending a scheme already open to officers and manual workers.

Clothing grant

Colleges, universities and polytechnics are being invited by the Department of Trade and Industry to apply for grants to improve equipment for commercial textile technology and clothing manufacture under a £4.5 million scheme.

£6m fees loan

Loans totalling more than £6m have been agreed under the Fees Loan Plan run by the National Westminster Bank and the Independent Schools Information Service for the first year.

Head cleared

A headmaster who smacked a 10-year-old boy five times on the back of his head at Carraduff primary school, County Down two years ago, has been cleared of using excessive force. George Pinkerton, in an action against a £350 county court judgment to the boy last November, denied assault and negligence in an incident when the pupil had been punished after being involved in a playground fight with two boys.

Pioneer classes

A scheme to encourage management experience is valuable, stream adult education classes have been pioneered by the Inner London Education Authority and the London Borough of Merton. The scheme, which is being run by the Merton Adult Education Centre, involves a group of adult students from the local community.

TRIST launch

A new journal devoted to TRIST - in-service training project - has been launched by the Technical and Vocational Education Initiative - is to be published monthly in term-time by the Learning Services Commission. The first issue, *Focus on Trist*, describes examples of in-service training and how TRIST initiatives have brought curriculum changes.

Award left out

We regret that, in our list of educational awards in the Queen's Birthday Honours in last week's TES, the name of Mr Albert Joseph Hall, chief officer of the Department of Education and Science, was inadvertently left out.

Merger threat

A plan to merge Fleetwood College with Blackpool and Higher Colleges of Further and Higher Education will be discussed by a joint education committee on July 1. The committee, which is made up of representatives from both colleges, is expected to recommend a merger. Fleetwood College has been in financial trouble through a national education trust and suffered another £100,000 loss when the National Adult Body agreed its successful maritime courses.

Quangos jostle for the pole position

by Mark Jackson



Joslyn Owen



Geoffrey Melling

Fears for the future of the Further Education Unit, the controversial quango which advises the Education Secretary, have receded. A new permanent director is to be recruited to succeed its present head, who retires early next year.

Ministers are known to have been questioning the value of the unit, an autonomous agency attached to the Department of Education and Science, which gets most of its funds from the Government. They and their senior officials have complained about its outspoken criticisms of Manpower Services Commission policies and of the DES itself.

Last year the DES succeeded in cutting back the unit's plans for a steady increase in spending and activities, and speculation about the unit's future heightened when chairman, Mr Joslyn Owen, chief education officer for Devon, had his appointment renewed only until November of this year. And, quite apart from the unit's popularity with ministers, there is a threat that its usefulness will be eroded by the emergence of two rival bodies.

One, the Further Education Staff College at Coombe Lodge, has until recently confined itself to training on behalf of its paymasters, the local education authorities, and to research on professional matters. Now it is taking on major assignments for the MSC and the DES of the kind which the FEU handles.

The other is not yet in existence. It is the National Council for Vocational Qualifications, a quango which the Government is about to set up which will have a key indirect role in curriculum development for a large part of further education.

It was as a curriculum development body that the FEU was originally founded in 1977 by Mrs Shirley Williams, then Labour's Education Secretary. It was originally called the Further Education Curriculum Review and Development Unit. The first director was Mr Geoffrey Melling, an HMI who now happens to be the head of Coombe Lodge.



Joslyn Owen

The unit was conceived as a less cumbersome equivalent of the Schools Council, with neither the council's elaborate consultative and committee structure nor its responsibility for examinations work.

Under Mr Melling and its more controversial present chief, Mr Jack Mansell - recruited directly to the unit from the management of Paddington College London - the unit took on a missionary role. It argued for more practical and work-related education, profiling, and criterion-referenced assessment. It quickly gained considerable influence over practice and policy: a report from Mr Mansell set in

train the development of the Certificate of Prevocational Education, and killed off the Certificate of Extended Education then being developed.

The Conservative Government also abolished the Schools Council, but gave the FEU a more independent status and a bigger budget.

Since then, with increasing pressure from Government and MSC to put more priority on vocational goals and employers' needs, the FEU has increasingly found itself defending educational values against the demands of the MSC and the training lobby. The unit has criticized policies such as the MSC takeover of funding for non-advanced further education, and produced critical analyses of the Youth Training Scheme and other MSC programmes.

In recent months the FEU has appeared increasingly to regard the Coombe Lodge staff college as a rival, most notably in its reactions to the MSC's decision to commission the college to carry out a major programme to improve the way further education responds to the needs of its users.

The FEU has issued a paper criticizing the programme - the responsive college project - for focusing too heavily on industry's needs and for its assumption that colleges are not already responsive enough. The unit accepts that improvements can be made in college marketing, quality

control and delivery but insists that the public education system has to be sensitive to the needs of the whole community, not just industry.

Protesting that its aim is "to enhance the credibility of the programme with all relevant interests", the FEU puts forward a range of counter proposals for improvement - saying that the main issue is the management of the curriculum. And, while it says that there is "fair measure of comparison between the FEU and FESC models", it contrasts them in a way likely to give educationists a jaundiced view of the staff college approach.

To cap its criticisms - and to the indignation of the staff college - the FEU paper ends with a paragraph headed "Action Required" telling the college what it should do to put its approach right.

Mr Mansell has since amplified his criticisms in public: he told the summer meeting of the Association of Colleges of Further and Higher Education that the project was already generating a market-oriented model which the FEU thought too narrow, and that colleges should be judged by their responsiveness to the complex market they existed in.

The job specification for Mr Mansell's successor is expected to be approved by the unit's management board at its next meeting. The new director is likely to take up post in January.

Jeremy Sutcliffe tells of a CEO who took the route from work to school

A mould-breaker from Dunlop and agents of change

If managers are ever brought in from industry to run local education authorities they might learn a thing or two from Mr Bill Walton, who last year took over as Sheffield's chief education officer.

They will be told firmly that while management experience is valuable, educational policies are what really count in providing a good standard of education. Mr Walton speaks with authority: he was assistant group manager for the Dunlop rubber company before turning to teaching in his late twenties.

His organizational skills were to prove invaluable when, after six years in the classroom, he moved into education administration. Born in the Yorkshire pit village of Easingwold, Bill Walton grew up in the 1940s on a large council estate and was probably the first in his neighbourhood to get to university.

He gained a degree at Birmingham University and served in the RAF. Many of his neighbourhood peers would have gone to work in the pits. That was not a horizon that was presented to him, he explains.

After becoming a teacher he worked for a secondary modern, then in a grammar school which got caught in the first wave of comprehensive reorganization in the mid-1960s.

"The great percentage of boys at that time went to work in the pits. That was the accepted way of things. University was not a horizon that was presented to me," he explains.

"But if you are going to do it, you have to work in a team. You need to give teachers the chance to work in teams so they can consider how to present the curriculum in a more real and relevant form."

This thinking has led to a major initiative which, from September, will see an extra 200 teachers in Sheffield comprehensive schools. The extra staff will enable five experienced and committed teachers to be released from each of the city's 38 comprehensives to work in teams to develop new curricula - "the agents of change", as Mr Walton describes them.

He came to Sheffield in 1979 as senior assistant education officer responsible for schools.

It was when pupil numbers in primary schools were tumbling and his main task was to manage falling rolls without adversely affecting opportunities for youngsters.

After that he was given the task of finding the best way to reorganize post-16 education to meet the fall in numbers expected by the late 1980s.

The result was Sheffield's plan to go tertiary, in effect extending the comprehensive system to embrace all 16 to 19-year-olds in education in the city. The scheme to replace sixth forms and further education with eight combined tertiary colleges, is currently being considered by the Secretary of State. If approved, it will be the first authority-wide tertiary scheme in the country.

The plan has already brought squeals of protest from Conservatives and Liberals on the city council, and from many parents in the affluent south west of Sheffield, who are worried that standards in their flourishing sixth forms will suffer.

But Mr Walton insists the change will benefit all pupils, particularly those in the less affluent areas of the city, broadening the range of opportunities considerably.

"I also think that if you bring together FE and schools then there is some reasonable prospects for the development of new-type courses that might achieve the academic objectives of A levels but which might be far more participative and experiential."

If the selective system of grammar and secondary modern schools militated against the majority of pupils in the 1940s and 1950s, the comprehensive system with the sixth form at the top of the pyramid has not changed things much, he believes.

"If I were asked what was the single most important thing to do now I would say it is to provide a secondary curriculum which is far more relevant to young people. That means it has to become much more readily associated with the



Bill Walton: the secondary curriculum has to be more relevant to young people

real world. It has to be concerned with and seen to value a much wider view of education.

"For the change to happen we have to try to think in terms of an integrated curriculum. Instead of talking about history, geography, physics, chemistry, mathematics, you might in Sheffield talk about the steel industry. If you are clever you can achieve a lot of your curricular objectives under that topic."

"But if you are going to do it, you have to work in a team. You need to give teachers the chance to work in teams so they can consider how to present the curriculum in a more real and relevant form."

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There is now widespread readiness to change in secondary schools right across the political spectrum, Mr Walton believes, expressed by concern from all parties about the state of secondary education.

Sheffield hopes to finance the initiative partly through the Government's proposed new in-service training scheme.

While he shies away from the label "radical" in educational terms, Mr Walton believes that concern currently being expressed by large sections of society about education calls for a marked change in direction.

Ultimately he would also like to see a comprehensive pre-school service and the re-establishment of the Robbins principle of free higher education, with those who missed out on a college place first time round assisted through an open college system.

He is also a radical in his doubts about the effectiveness of exams, believing records of achievement are ultimately a fairer and more sensitive way of assessing ability and improving standards.

'Appoint professors of tourism' - minister

by Gillian Macdonald

A strong hint to universities that they should sacrifice other courses to boost "tourist studies" came from a Government minister this week.

Behind it is a growing impatience in Government circles at what is seen as a lack of response both by the education service and school-leavers to their enthusiastic promotion of tourism as one of the economy's best bets for the future.

Colleges offering hotel and catering courses are not attracting the right students, and many of the 5,000 tourist industry places available on Youth Training Schemes are not being taken up, particularly in London and the South East.

Mr David Trippier MP, under secretary of state for employment, told leading figures from the hotel industry on Tuesday that tourism would not be treated seriously as a subject unless people were appointed as professors in the tourism industry. He was speaking at the launch of a new careers video on hotel management, *Good Job for Tomorrow*.

The video, produced by the Hotel Employers Group, is being sent to catering colleges and careers officers around the country. Its aims is to correct the poor image the industry has gained in the eyes of students. Many young people apparently regard the industry as servile and unattractive.

Mr Trippier announced that the Department of Employment will launch another video in the autumn covering the whole spectrum of jobs in the hotel and catering industry. It will go to 7,000 schools and will be aimed at attracting 14-18 year olds for jobs below the management level.

But Mr Trippier's department is having a hard job convincing the DES of the need to have more college places. "If we don't, there is an inconsistency with the Government saying, on the one hand, that tourism is a major growth area; on the other, we're falling down if we're not providing the managers."

Edited by Mark Jackson



The balloons go up... children at Marlborough first and middle school, Harrow let fly - drawing attention to the fight to save the school, due to close under a reorganization plan. The Marlborough Action Group cite a baby boom in the school's catchment area - a 36 per cent increase since 1979 - as one reason for not closing the school.

Rugby governors veto intake of girls at 13

The governors of Rugby School have rejected a plan for the 400-year-old institution to become the first of the elite public schools to open its doors fully to girls.

It had been expected that the proposal - backed by headmaster Mr Richard Bull - would be approved so that girls could be admitted to the £1,700-a-term school from 13 rather than just as sixth-formers. But after a three-hour meeting, the governors issued a brief statement saying they would not make the school fully co-educational but would "plan for an early increase in the number of females in the sixth form".

At present, 71 of the 348 sixth-formers are girls. The school has 770 pupils in all.

About 50 of the 200 schools belonging to the Headmasters' Conference are co-educational. But many, including Eton, Harrow and Winchester, remain exclusively male - apart from rare exceptions, such as masters' daughters studying for Oxbridge entrance.

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Parents asked to meet costs

Schools in North Yorkshire are asking parents to meet up to 30 per cent of their total equipment costs, according to the local division of the National Union of Teachers.

Members conducted a survey of fund-raising in 10 per cent of the authority's schools, including village primaries and urban comprehensives. They discovered that one school managed to raise £5,000 for a rural studies animal unit, while parents at another raised £800 for sports equipment.

Compensation for lecturer

by Carmel McQuaid

A Protestant lecturer in Northern Ireland is to be paid £1,500 compensation after a tribunal found she had been denied promotion because of her religion.

Ms Elizabeth Veith failed to be appointed as Lecturer 2, responsible for library and audio visual facilities, at Fermanagh College of Further Education two years ago. Instead the job was given, by one vote, to a Roman Catholic, who was less well-qualified.

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NEWS



Robert Maxwell (left) and Geoffrey Pattle: not impressed by today's school-leavers

The schools – and the teachers – are on trial, accused of neglecting their main duty. Are educational standards really falling? David Budge examines the evidence.

Not proven m'lud

The soon-to-be-published DES English School-Leavers' Survey appears to contradict the view that educational standards are falling. On the contrary, the Elizabeth House statisticians conclude: "Taken over the six years (1977-78 to 1983-84) the qualifications of school-leavers have shown modest but steady improvement".

The statistics show:

- The proportion of leavers with no graded results has diminished substantially and stood at 9.5 per cent in 1983/84. (See figure 1)
- On average, those who did not achieve A level passes – nearly seven out of eight pupils – were attempting just over six CSE/GCE exams in 1983/84 and obtaining 5.6 graded results (1.5 at a higher grade); mainly lower grade passes at CSE.
- The percentage of leavers achieving five or more higher grade O level/CSE passes has risen from 20 in 1964/65 to nearly 27 in 1983/84.
- Just over 17 per cent of school-leavers in 1983/84 achieved at least one A level pass.

Although the growth in the proportion of 17-year-olds passing one or more A level since the beginning of the 1970s has been at a much slower rate than in the previous decade, there is some evidence to suggest that the proportion of young people gaining A level passes has increased in the past few years.

- Those school-leavers with A levels have shown a greater likelihood in recent years to pass in three or more

Additional research by Huw Richards

The promoters of Industry Year have been hoping that 1986 will be the year in which schools and industry finally reach a better understanding. But, ironically, it has witnessed a succession of vitriolic attacks on the teaching profession by employers who say they are appalled by the number of ill-educated teenagers leaving state schools.

In April, Robert Maxwell, the newspaper publisher, lambasted teachers for "failing the country desperately and terribly". And last month Sir John Egan, chairman of Jaguar Cars, complained publicly that one-third of the would-be apprentices his firm had tested could not even add 6 + 9 (an allegation that the company was later unable to substantiate).

Recently, Lord Young, the Employment Minister, also agreed that schools were failing industry, and Mr

Geoffrey Pattle, Minister for Information Technology, was even more damning: "Schools are turning out dangerously high quotas of illiterate, innumerate, delinquent unemployed".

Each of these accusations has been widely reported in the media – particularly by those Fleet Street papers which have carried out a long, and often vindictive, campaign against state schools. But how much credence should one give to their views? Is there really any proof that schools have allowed standards to fall? Anyone who takes the time to examine the statistical – as opposed to anecdotal – evidence will soon realize that the prosecution case against state schools and their teachers is weak and that, in any case, it is extremely difficult, if not impossible, to make accurate comparisons of standards over time.

subjects and the proportion of young people who achieve A level success at FE colleges has increased.

- Most of the growth in the number of school-leavers with A level passes over the past 15 years has been among leavers from maintained schools. During this period the proportion of leavers from independent schools has fallen from just over 7 per cent to under 6 per cent.

The figures also show that CSE Grade 1 pass rates have increased for those attempting 1-5 CSE exams while the O level pass rate has declined (except in the case of pupils attempting 8 or more exams). The DES says this may reflect the tendency in recent years for pupils to switch from CSE to O level courses and attempt more exams – a development that is to be expected at a time when more qual-

ifications are chasing fewer jobs. Although these statistics may help to reassure state school parents' it would be wrong to seize on them as "proof" that "standards" (a notoriously difficult concept to define) are rising. Several academics who are critical of the present state education system, such as Antony Flew and Arthur Pollard, have argued that statistics of this kind are virtually meaningless because GCE grading is largely norm-referenced (when grades are awarded on the basis of how a student fares in comparison with other candidates) rather than criterion-referenced (where a student's performance is compared with some absolute standard). If this is the case, the number of passes will increase automatically as the number of candidates rises – even if the overall performance of candidates deteriorates.

Exam boards' A level statistics confirm that, year after year, the proportion of candidates passing large-entry subjects such as maths is remarkably close to 70 per cent. Nevertheless, the accusation that A levels are wholly norm-referenced exams is vehemently denied by the senior examiners who play the key role of carriers of standards from year to year. Their judgement on the lowest mark required for a particular grade is largely based on experience – they recognize the sort of skills and knowledge expected of a particular grade from their memory of similar decisions in past years. But they are often confronted with a number of competing considerations when trying to fix a grade boundary mark. For example, they cannot ignore last year's distribution of grades, because, some say,

consistency is expected from one year to the next. Furthermore, questions would inevitably be asked if it appeared that it was much easier to gain a higher grade in physics than in a 'companion' subject such as chemistry.

So in other words, grading decisions are usually influenced in part by the quality of the candidates' work and in part by statistical considerations.

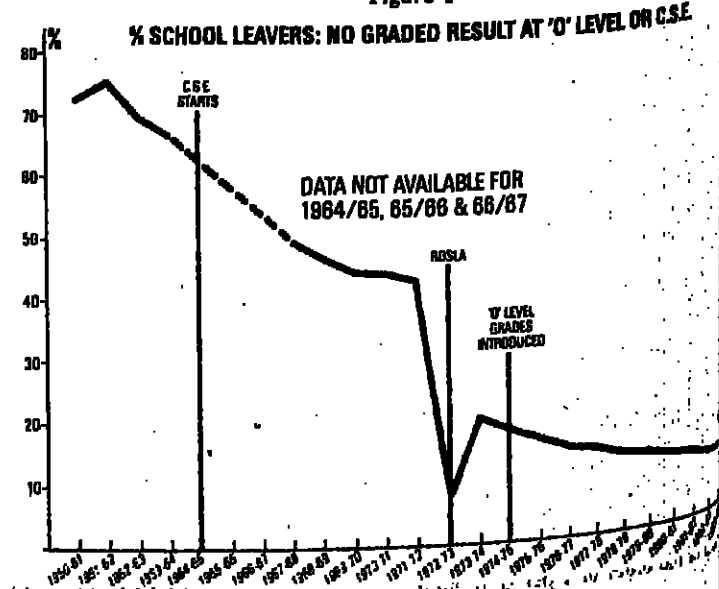
Under those circumstances, how can one be sure that exams have not become easier to pass? One Schools Council study conducted by Dr Alan Willmott, formerly of the National Foundation for Educational Research, did suggest that there had been a slip of

a third of a grade in GCE standards and a slightly smaller drop in CSE standards – between 1968 and 1970. He reached this conclusion after comparing pupils' exam grades with their scores in an aptitude test, an exercise which indicated that pupils of these ability were doing better in exams in 1973.

Dr Willmott's findings did not, however, go unchallenged. If marks were being gained higher grades than was always the outside chance that they were because teachers were doing the job more efficiently. Willmott's sampling methods were also criticized as some GCE boards said the reference test itself was hopelessly inadequate. As a result, it is perhaps surprising that no study of this kind has been mounted in the 1980s.

Another way of monitoring GCE grading is to ask present-day examiners to mark scripts from previous years. Tom Christie and Gerry Patten carried out such a study for the Schools Council – the only major one of its kind – in the late 1970s. In this study, which was instigated by Margaret Thorne, then Education Secretary, the examiners compared A level English literature, maths and chemistry papers from 1963 and 1973. After re-marking the 1963 papers, provided by the Matriculation Board, they concluded that "by and large... improvements had been effected" during the period.

Figure 1



NEWS

They did say that there was some evidence of a downward shift in standards at the pass level in maths but added that it was almost negligible and that they had seen comparatively few scripts. In English literature, it was felt that standards had tightened, but in chemistry no conclusions could be drawn because the 1963 and 1973 syllabuses were very different.

Comparative studies of this kind can also be balked by the fact that teaching styles and exam formats can alter out of all recognition within a few years. Moreover, they are expensive and difficult to mount (storing thousands of exam papers from one year to another in case some of them might be needed by researchers is not really a practicable proposition, according to the exam boards). And, in any case, the conclusions of any study of this kind are as open to question as the Willmott findings because in the end they are still dependent on the subjective judgements of individual examiners.

However, even if one could be sure that pupils were awarded GCEs solely on the basis of what they know and that standards were being maintained from one year to the next it would still be unwise to claim that the reported rise in the number of CSE and GCE passes proved that standards of literacy and numeracy had gone up.

In fact, emphasis on exam success can sometimes have the opposite effect, in the opinion of both HMI and the Cockcroft Committee. In 1979 the inspectors warned: "In at least one-fifth of the schools the demands of public exams appeared to be an important factor in the impoverishment of reading with the least able pupils suffering most... In many subjects, writing tended to be stereotyped and voluminous – the widespread practice of dictated or copied notes. In mathematics, exams were one factor in encouraging narrow, repetitive practice and standard routines divorced from application to the real situations."

Three years later, Cockcroft made similar criticisms and asserted that the 16-plus exam system, which emphasized the requirements of the top 20 per cent of the ability range, distorted and damaged the mathematical education of the remaining 80 per cent.

Another problem with using exam results as a gauge of how well pupils are being taught is that it is frequently impossible to determine whether school or home factors or possibly even environmental factors such as lead pollution – have had a greater influence on a candidate's score.

The Assessment of Performance Unit has found that though the circumstances in which children learn, such as the quality of laboratory accommodation or the number of technicians, seems to make no difference to their results (the 1985 HMI survey contradicted this view), some social circumstances of pupils – such as the head of household being unemployed – do appear to. Given that the unemployment rate has tripled in the past seven years it could therefore be argued that the dearth of jobs, rather than unsatisfactory teaching, has been the biggest threat to standards.

The APU, whose very existence confirms that public exams are in themselves adequate monitors of standards of attainment, is an arm of the DES which supervises the measurement of performance in maths and science (at age 11 and 15), science (at age 13 and 15) and foreign language (at age 13 and 15) in England, Wales and Northern Ireland. The initial cycle of five annual surveys ended in 1982 for maths, 1983 for science and 1984 for foreign language. The last of the three annual surveys in modern languages was carried out in 1985. Maths, language and science will then be monitored once every five years.

Under the APU system, each pupil does only a sample of the questions (the range of skills, concepts and topics assessed is very wide) and the national picture has to be built up by aggregating the performance of different pupils on different questions. It is argued that only about 2 per cent of children in the selected age groups need to be selected each year in each line of education to provide enough information to detect differences and changes of educational significance. The unit's maths surveys indicate that there was a small but statistically significant improvement in the performance of 11 and 15-year-olds between 1978 and 1982. The general improvement in 11-year-olds' work was of the order of 1 per cent while

15-year-olds' overall scores rose by 2 per cent.

The recently published report on the 1979-83 English language surveys concluded that there was "no evidence of widespread illiteracy... no collapse of standards was discovered... over the five years of the surveys improvement in the performance of primary pupils was evidenced, while secondary literacy rates remained stable. (Illiteracy rates are, in fact, reckoned to be highest among the over 60s and people whose education was interrupted between the years of 7 and 10 by the Second World War).

And an analysis of the 1979-83 reading surveys, which is due to be published later this year, will also suggest that there has been a small, but again statistically significant, rise in the reading standards of 11 and 15-year-olds. This follows on from the improvement in results between 1955 and 1976 by 15-year-olds under the more narrowly defined NSC reading test, reported in the HMI primary survey – see figure 2.)

But there is some disagreement of the amount of weight that should be given to APU findings. It was hoped that the unit would be able to provide information on standards and how they change over time. As has already been pointed out, however, the problems involved in measuring fluctuations in standards are enormous, and a foolproof methodology does not appear to have been devised yet.

The principal problem is that most tests that have any worth eventually become outdated and at least some of the questions have to be replaced. The 1971 NFER reading test, for example, was criticized for retaining questions from the 1940s which used words such as "haberdasher" and "mannequin".

Once that happens it becomes extremely difficult to continue to make statements about changes over time. Furthermore, although the unit can be valuable in many ways, such as in alerting schools to areas of weakness in teaching content and method, it does

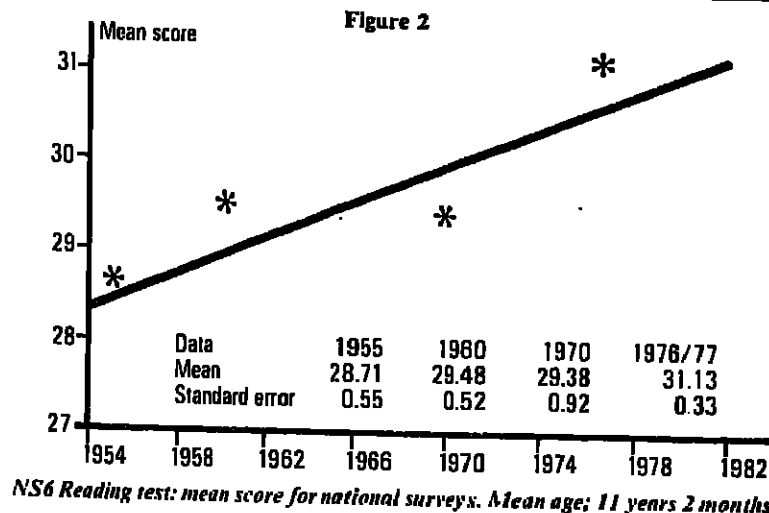
HMI does not claim to monitor standards over time – its speciality is the snapshot rather than time-lapse photography

not set out to measure some of the most valuable outcomes of schooling. The APU recognizes that even if it could define aesthetic, moral and personal development adequately enough to assess it, such an exercise could be seen as an infringement of personal liberty.

Another criticism of the APU system is that it sets out to measure what pupils have learned, but not what they have been taught. Given its sampling approach, it is not possible to tell whether a topic has not been taught or whether it has been taught ineffectively.

The state system's critics prefer to believe the latter, of course, and have seized upon the conclusions of Her Majesty's Inspectorate in the report published last month (7/83, May 23) which said: "Few involved in providing or providing for education can take much, if any, pride in a national service within which three-tenths of the lessons seen were unsatisfactory... and half the schools visited needed to widen their range of teaching styles to bring about a better match with what was being taught if the changes and improvements called for by national policies for education were to be achieved."

Nevertheless, it must be said that such evidence does not prove that standards have fallen either. Though highly authoritative, it is impressionistic.



NSC Reading test: mean score for national surveys. Mean age: 11 years 2 months.

tic and statistically inadequate. But then HMI does not claim to monitor standards over time – its speciality is the snapshot, rather than time-lapse photography.

The same applies to the recent Audit Commission's report which claimed that the education system was in a state of near collapse. (Following the publication of the report, John Bunham, the Commission's chief executive, suggested, wrongly, that 40 per cent of 16-year-olds were leaving with no qualifications. In fact, the figure is nearer 14 per cent.)

An annual examination similar to the American Scholastic Aptitude Test, which is taken in the penultimate year of high school, might provide a more accurate guide to literacy and numeracy levels than any testing mechanism England and Wales has at present. But the main argument against a national exam is that, like the payment-by-results tests of the last century, it might have a stultifying effect on the curriculum. Even if teachers did not teach to the test, those areas of the curriculum that were not tested would in all probability receive less attention.

So where else, having pointed to the inadequacy of GCE and CSE results and APU and HMI reports, should one look for factual evidence to support or disprove the contention that school-leavers' educational standards have fallen?

An investigation into students' performance in BTEC, CGLI, RSA and CPVE exams might yield up some evidence. But it is just as likely that it would prove inconclusive for much the same reasons as the GCE results do (one of many added complications is that it appears there will be a much greater disparity between CPVE courses than between GCE exam board syllabuses).

It therefore seems that the only conclusion that can be reached is that there is no conclusive evidence either way (although it is probably fair to say that the APU surveys would detect any large drift in standards). That does not mean, however, that one cannot produce some reasoned hypotheses as to why some employers feel that school-leavers are less well-educated than their predecessors were.

Ian Jamieson, who contributed to *Education, Training and Employment: Towards a New Vocationalism*, which was published, ironically, by Robert Maxwell's Pergamon Press only last year, said it was true that the quality of 16-year-olds available for work had declined in the recent past. But unlike his publisher he did not suggest that any blame should be directed at teachers. "This (has happened) because more and more able students have either stayed on at school or have gone on to further or higher education. Employers who have stuck with recruiting this age group are thus recruiting from a significantly different range of ability."

Furthermore, when employers adopt a policy of testing all those who apply for work, educational deficiencies in candidates are more likely to be highlighted, especially as jobs are in short supply and many teenagers apply for as many employment openings as possible.

Another point that should be borne in mind is that there is a clear association between periods of economic crisis and increases in the stridency of employers' complaints about the quality of school-leavers. Back in 1928, for example, the Malcolm Committee's report, "Education and Industry", attracted a barrage of complaints from employers who felt that standards of literacy and numeracy were too low.

Doubtless, Robert Maxwell would argue that the schools of 1986 have less excuse than those of 1928 for producing a sub-standard "product". But it remains to be seen whether Mirror Group Newspapers will be able to produce the promised "landmark" study documenting the slide in school standards.

Unsurprisingly, sources in MGN say that this project has been put on the back-burner...

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OVERSEAS

Justices signal end of the line for bussing

UNITED STATES
Bill Norris on the move that will keep children in neighbourhood schools

The US Supreme Court may have opened the door to the desegregation of schools throughout America when it refused to grant an injunction against a plan to stop the bussing of elementary school pupils in Norfolk, Virginia.

That, at least, is the fear of civil rights activists, who point to the success of the bussing programme over the past 15 years in achieving some sort of racial balance in the schools. The action of the Supreme Court is not final – an appeal is still pending – but it is regarded as a victory for the Reagan Administration. The Justice Department had joined with the Norfolk school authorities in their bid to end bussing, and is on record as saying that the plan could apply to "many, many other school districts around the country".

Ironically, it is the very success of bussing in Norfolk which has led to its abandonment. Desegregation, officials claim, has now been achieved, and it is time for children to return to their neighbourhood schools at elementary level. Some 20,000 pupils are involved.

Supporters of the new plan also argue that the bussing of older children will continue, that the school board is integrated (whites have a 4-3 majority), and that the school superintendent and two of his three deputies are black. Further, they can point to the fact that a federal judge ruled in 1975 that Norfolk's schools were desegregated, and that bussing has only been voluntary since then.

The problem is that, because of a white exodus from the centre of Norfolk in the past few years, the neighbourhoods from which the schools will draw are not themselves racially balanced. The result will be that of 36 elementary schools, 10 will be at least 96 per cent black, and only one will be at least 65 per cent white. At present, no elementary school has more than 78 per cent of one racial group.

The petition before the Supreme Court was brought by 22 black parents, who claimed that their children and thousands of others would be compelled to attend segregated schools for the first time in their lives.

They lost by seven votes to two: a majority which bodes ill for their chances when the court decides whether or not to hear their full appeal in October. Only Justice Thurgood Marshall – the sole black judge on the Supreme Court – and Justice Harry Blackman voted in favour of the injunction.

The court's decision came just one day before the resignation of Chief Justice Warren Burger and the nomination of Justice Rehnquist as his successor. The change is not good news for civil rights workers, who see the new chief justice as a rigid conservative and a firm supporter of Reaganite policies.

Mr Rehnquist is expected to be confirmed in his new appointment by the Senate without dispute, but when first appointed to the Supreme Court by President Nixon in 1971 his views on education were a focus of dissent. It was revealed that while working as a clerk for one of the justices, he had written a memorandum saying that segregation was "right and should be affirmed".

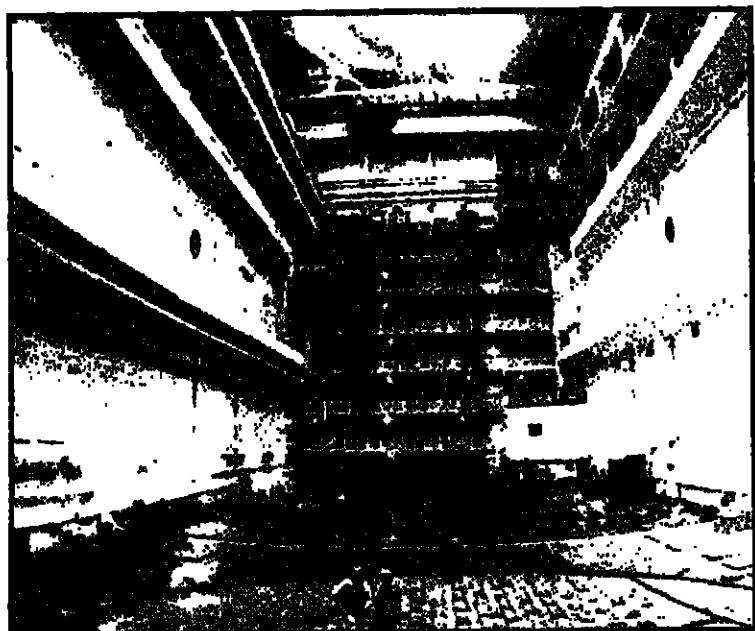
Mr Rehnquist maintained at the time that the memorandum was written to express the views of the judge he was working for, not his own.

In theory the departure of Chief Justice Burger, the promotion of Justice Rehnquist, and the elevation of another conservative jurist, Antonin Scalia, to fill the vacant place, should not make much difference to the voting balance on the Supreme Court. Mr Burger himself was a conservative.

But numbers are not everything. Mr Rehnquist is likely to be a strong and influential leader, and Mr Scalia has a reputation for being highly persuasive. While immediate attention is being focused on what this may mean in terms of an early volte-face on the abortion issue, the implications for schools are also considerable.

A number of education issues are lurking on the court's agenda – among them the Reagan Administration's determination to reintroduce prayer in state schools, the question of discrimination in schools and colleges receiving federal funds, and the use of state teachers in parochial classrooms.

Until now, the justices' interpretation of the constitution in such matters has tended to be liberal, though of late the voting has been close. This is likely to change. In retrospect, the events in the US Supreme Court last week may well be seen as one small step for segregationists, but one great leap for conservatism.



Disaster site: inside the reactor room before the accident

The rescue that took too much time

SOVIET UNION
Juliet Butler on dismay at the lack of advice on Chernobyl

The Ukrainian ministry of health told people in the Kiev area to avoid buying locally grown leafy vegetables and to spend less time outdoors... but it waited until 10 days after the nuclear explosion at Chernobyl.

Three days later, Maria, a mother of two living on the outskirts of Kiev, bought standing room only tickets for an overnight train to Moscow and took her six-year-old son away. Two neighbours persuaded her to take their toddler with her. But she left her eldest son Anton behind as school was still in progress.

Our newscasters told us there was nothing to worry about – and Anton didn't want to miss school," she explained with a shrug. "Even after the radioactive cloud blew back down over Kiev, we were assured that the high radiation levels were 'no obstacle to everyday working activity'. But I didn't want to take any chances with my youngest."

The sluggish flow of official advice about the accident has caused much anxiety among mothers of young children.

Svyeta, a seamstress in Kiev with a 14-year-old daughter, said: "I thought that schools would be closed and that a list of everyday precautions against contamination would be issued, but we had to wait so long..." She was bewildered that the Soviet state – in her words "a highly organized govern-

ment of the people" – was lacking in the face of disaster.

Children were evacuated from the immediate Chernobyl area within a matter of days of the accident, but schools in Kiev and the Kiev region were not finally closed down until mid-May, a few weeks before the official end of term and some three weeks after the nuclear leak.

The workers' daily newspaper, *Trud*, reported on May 8 that dozens of extra trains and Aeroflot planes were being provided to take children away to summer camps, sanatoriums and health resorts. Whole villages are now under construction, many complete with schools and kindergartens, to house evacuees from the danger zones.

When local authorities faced the task of evacuating 7,000 dwellers from the contaminated town of Bragin in Byelorussia, they came to "an unexpected and brave decision" – to remove the children and leave the grown-ups behind. But life in the childless town was complicated by the fact that mothers of young children accompanied their offspring, leaving Bragin without its cooks, waitresses and shop assistants.

Because radiation levels in the town are unsafe even for adults, Bragin is now undergoing a complete wash-down. All the buildings and trees are to be scrubbed and a five to ten centimetre layer of soil is to be removed from the streets, along with all the shrubs. Wells are being cleaned out and the areas around schools and kindergartens are being asphalted, in preparation for the eventual return of the town's children – whenever that may be.

Chirac gives more freedom to universities

FRANCE
Mary Follain on the replacement of socialist reform

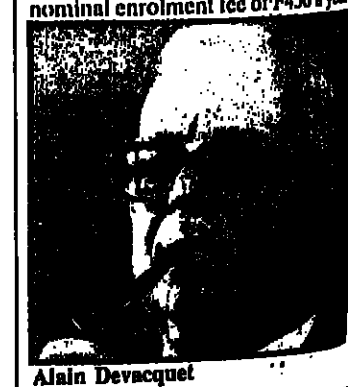
Only two and a half years after the former socialist government introduced sweeping changes into French universities, M Jacques Chirac's conservative government has announced a new series of measures allowing universities greater independence from the state.

The new minister for universities and research, M Alain Devaquet, has announced that they will be given greater discretion to select students, although the ministry will keep a check on their entrance conditions and promises to ensure that no holder of the French equivalent to A levels (*baccalauréat*) will be left without a place. Although expressly forbidden by the socialists' "Savary Law", more or less open selection is common practice, particularly in Paris.

In some cases, universities will also be able to create their own degrees. Once again, however, this new freedom will be strictly monitored, and vast majority of degrees will have to continue to conform to a single, national standard.

At the same time, union control of university councils is to be maintained. One of the three councils set up within each university under the Savary Law is to disappear, and at least 60 per cent of the places on councils are to go to senior academics.

Universities are also being encouraged to find non-governmental sources of funds and any private establishments will have to be self-financing. But M Devaquet has resisted pressure for a big increase in tuition fees or to allow universities the freedom to set their own fees. Students now pay only a nominal enrolment fee of 7450 a year.



Alain Devaquet

This bi-culturalism sounds fine and avoids the spectre of compulsory language teaching. But some parents will not let that particular spectre be exorcised. An education department officer tried to chase it away by saying weakly that *Taha Maori* will learn only a few greetings and the pronunciation of place-names.

But behind his back, the chairman of a statutory education board in a neighbouring region, in a broad Lancashire accent, said that if primary schools are to spend time on teaching Maori basics will suffer.

He is, of course, echoing the fears of many white parents. Some are genuinely worried that *Taha Maori* will detect a lowering of standards in schools that have large numbers of Maori pupils.

Those with money who find the primary school full of Maori pupils have begun using car-pools to take their children to schools in suburbs where the intake is predominantly white.

Counter-accusations have been made, with talk of "brown busses" too. Many Maori parents have spoken exclusively, as an attempt at language revival.

Yet another oversight by the GCSE planners

Sir – An important point seems to have been missed in the discussion about whether GCSE should be postponed and in the Secretary of State's own statement that it will not be so.

The implicit assumption that the GCSE is a two-year course is altogether mistaken. The examination syllabus may indeed cover two years but, in modern languages at least, a successful completion of it depends very much on what has gone before.

Where pupils have been pursuing one of the newer syllabuses already available, or have been working on graded objectives schemes, all may be well. But the requirements of the new examination will come as a shock where teachers have stuck to the older syllabuses which rely heavily on translation and written composition. Their pupils will not necessarily convert easily to the new approach and will be at a distinct disadvantage.

Those involved in the two-year courses usual in German, Spanish, etc. will be in an even worse plight. Normally they will have already done three years of French. If that course has been a traditional translation based one, it will be very difficult for them to complete successfully a course in a new language based on an altogether different approach in only two years.

It does seem that this aspect of the situation has not been taken sufficiently into account. It is one more reason for the overwhelming case for postponement.

BRIAN PAGE
President
Joint Council of Language Associations
Central Language Laboratory
University of Leeds

Calculated risk

Sir – I read the letters about GCSE German (TES, June 6) with interest and share the concern. However, I would welcome the opportunity of explaining the background against which the documents were produced.

The Modern Languages Committee's proposed syllabus, scheme of examination, specimen papers and marking schemes were extensively restructured as a result of discussions with the Secondary Examinations Council about French, which was finally approved in the third week of March.

The schemes for four other languages, including German, were then revised to conform to the agreed specifications, and printed with the French for distribution on March 21. It was felt that it was essential for teachers to have the earliest possible information about those syllabuses because the changes from the draft syllabuses previously circulated were substantial and would significantly alter any preparation for GCSE teaching. Therefore, we published knowing that there were likely to be some errors.

Our judgement has been justified by the comments of the many teachers who, while noting errors, have expressed appreciation of the early notification of the changes. Reprinted syllabuses and specimen papers for all subjects are in preparation.

M I THOMPSON
Secretary
East Anglian Examinations Board

School 'rolls'

Sir – Liz Young's Talkback article on "school rolls" (TES, June 6) had many sympathetic readers in my staffroom. Despite constant complaints, punctuated by the occasional "treat" of normal too paper, we have to endure the same cast-iron vintage too paper as the children. Perhaps our pupils are comforted a little by the knowledge.

Has anyone ever told the manufacturers that it is not functional and therefore is not functional (except as a paper for topic work and the odd ad hoc music-making with combs)?

Personally, I would prefer newspaper squares threaded on to string, which we had in the war, if the local authority can't afford the real thing.

Coming up against it again after the Easter holidays was one serious factor among several for my greater determination to seek work in another country. Happily, I have been successful in this quest and start work in a "soft" authority in September.

ANN THORP
(Teacher in Brent)
30A Paines Lane
Pinner, Middlesex

Spanish flaw

Sir – Further to Eric Coulson's letter (TES, June 6) concerning mistakes in the London and East Anglian Group GCSE German vocabulary lists, I would like to point out that Spanish has fared no better. I have detected at least 14 errors of spelling and accentuation and two words which I am unable to find in any dictionary.

G W HEATH
Head of Spanish
Royal Grammar School
High Wycombe
Buckinghamshire



MAX MORRIS

44 Coolhurst Road
London N8

Irish ignored

Sir – In Barry Huggill's article "Irish demand ethnic rights" (TES, June 6), I was credited with having stated that 110,159 schoolchildren in Leeds have Irish parents. It is abundantly clear that such a claim is ludicrous.

I was also reported to have claimed that the city council refuses to recognize the Irish as an ethnic minority. I have never made such a statement and, in any case, it is totally at variance with the facts. Leeds City Council has, in effect, recognized the Irish as an ethnic minority since November 1984. I have represented Leeds Irish Centre on the ethnic minorities advisory committee since then and am the elected Irish community representative on the ethnic minorities sub-committee; the former committee being advisory to the latter.

The report described me as the "Irish community's representative on Leeds City Council". There is a clear inference that I at least have a similar status to an elected council member; this is wrong. Furthermore, it was stated that Irish language classes and the national sports have been demanded in the curriculum. These demands



Parents united

Sir – Your issue of May 30 drew attention to our letter to the Prime Minister requesting a meeting over the crisis facing state education. However, you failed to point out that this letter was a joint initiative by the major parent groups in England and Wales; the National Conference of Parents' Teachers' Associations, Confederation for the Advancement of State Education, All-England Parents' Action Group, and the Parents' Central Consultative Committee.

We now meet regularly, and are proposing to approach the CBI, TUC,

Association of Metropolitan Authorities, Association of County Councils, Society of Education Officers, the teacher unions and other educational bodies to discuss with them current problems in state education.

This joint initiative by parent organizations indicates the high level of concern felt by parents everywhere, and must question the validity of Norman Tebbit's recent statement that people were not worried about expenditure on education.

LIZ ALLEN
All-England Parents' Action Group
46 Roderick Road
London NW3

Distorted history

Sir – Shirley Williams's defensive riposte to Ted Wragg on the 16 plus (Letters, June 13) is just not good enough. As a member of all the relevant Schools Council and examination boards' committees concerned, I will recall her record as one of continual procrastination.

She refused to accept the Schools Council proposals in 1976 and appointed Waddell some six months later. Waddell, after another year produced the same fundamental proposal as had the Schools Council, with the addition of practical details which the council itself, given the OK, could equally well have dealt with.

True, she accepted Waddell in principle but only after a further unnecessary delay. And then, instead of getting on with the job, she insisted on conditions for supervising the exam contrary to those she and her officials had already agreed – after lengthy discussions in the committee revising the Schools Council constitution.

This led to another delay while a Schools Council committee produced alternative proposals. By then it was April 1978 and the General Election was upon us, and, of course, we had to wait until the Tories made up their minds.

If Mrs Williams had carried out the policy of both her party and the TUC, approved by most of the educational world, the first certificates for GCSE could have been issued in 1979 or 1980. With her record of procrastination, to say it is now out of date is really rich!

MAX MORRIS
44 Coolhurst Road
London N8

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Minority regions get a cash boost

Education for China's 55 ethnic minorities is to receive a 100 million yuan (£21 million) boost from central government as part of a continuing national aid programme to enhance the educational, social and economic development of minority regions.

The scheme includes the rapid expansion of teacher training courses for minority staff, the allocation of extra

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CHINA

funds for primary education, sending more teachers from developed regions to schools in minority areas, and increasing the number of minority students admitted to Chinese universities in developed parts of the country.

The state education commission estimates that around 60 per cent of China's 67 million ethnic minority people are either illiterate or semi-literate, and this together with a serious shortage of educated and skilled workers at all levels was holding back development in minority areas. For this reason, the programme is planned to continue until at least 1990, added the commission.

But the state nationalities affairs commission said that minority education had not remained completely stagnant in recent years and had made some progress, particularly since 1980, which would pave the way for more substantial improvements in the near future.

In 1985, for instance, minority middle-school education had expanded greatly in developed areas such as Peking, Tianjin and Shanghai.

China now has 86 vocational high schools and 16 interior provinces have opened special classes for Tibetan children.

Since 1980, the number of minority students attending university had risen by 119 per cent to 94,000. Thirteen minority institutions of further and higher education had been established, and the number of minority students attending Chinese national universities had trebled to 560 last year.

However, the nationalities commission says that the acute shortage of minority teachers remains a serious problem, which is holding up development at all levels. Surveys indicate that as many as 30 per cent of minority teachers are below the required standard.

The state education commission has said that it will maintain a flexible approach to implementing its education policies in minority regions. Approaches adopted by individual local authorities need not be modelled on the majority population, but may be adapted to suit local circumstances and priorities.

Geoffrey Parkins

Maori on the timetable

NEW ZEALAND

Lynn Richards on problems of multiculturalism

Multicultural education in New Zealand seems to be suffering the same fate as it does elsewhere else – under attack from its opponents who say it is wasteful of resources and irrelevant and criticized by its supporters because little is being attempted is allegedly too little and too late.

The Education Minister, Russell Marshall, impressed by the submissions flowing into his full-scale review of the curriculum, has moved quickly to make *Taha Maori*, the indigenous side of things, a pervasive part of all schooling in New Zealand.

LETTERS

The music teacher's one-man band

Sir - Derek Stander's letter about the problems facing science teachers (TES, June 13) makes interesting reading for a music teacher like myself, admittedly of only 18 years' experience.

It seems to me that most teachers work under poor conditions of one sort or another, and I have no wish to belittle any of my colleagues' problems. Mr Stander, however, seems to be somewhat unaware of what conditions are like, in my subject, and I suspect in other arts subjects.

At university I was expected to take part in practical activities, which took place during "free" time. I can remember four activities per week as a matter of course, and many other occasional events. How some of Mr Stander's fellow scientists managed to find time to take part in these musical activities I cannot explain.

During my PGCE year, I was given very little instruction in using the wide variety of apparatuses necessary for my music lessons. If Mr Stander thinks that music teachers do not teach practical lessons, then he is welcome to visit my classroom.

Unlike him, however, I have no lab assistants to help prepare 12 glockenspiels and check that the batteries are

OK in my electronic keyboards, and repair the stereo - not, at any rate, without asking the head of science if I can borrow some of the school technician's time. I also work in an ordinary classroom that happens to have musical instruments in it - I do not have furniture and fittings especially adapted for my subject like he does.

As for class sizes, I teach the same as most of my colleagues - except for certain subjects which are considered "practical" and have restricted numbers. I am in the middle of marking 270 exam papers, and I shall shortly begin as many reports.

I can hardly believe Mr Stander's comments about keeping up. New plays, paintings, sculptures, pieces of music, and other works of art are constantly being created, and I am certainly expected to keep up with the latest developments. If he thinks that English teachers only study Shakespeare's works, and presumably music teachers only Beethoven's, then he is sadly out of touch.

I can make no comment about early retirement. I can, however, about extra-curricular activities, thorny subject though that may be. Science teachers sometimes, of course, run out-of-school clubs - but they are not



necessarily considered to be second-rate heads of department if they do not. In a world where headteachers and advisers seem to be increasingly concerned with the "showcase" aspect of schools, a music teacher who does not run choirs, orchestras, etc, but concentrates "only" on class teaching may not be so highly valued.

Every subject area has its own advantages and disadvantages. Comparisons like Mr Stander's have a habit of rebounding.

NICHOLAS BARLOW
41 Belluton Road
Knowle
Bristol

Common complaint

Sir - Derek Stander's letter on the problems of being a science teacher compared with teaching other subjects shows a distinct lack of understanding of what his colleagues teaching those subjects have to put up with.

For example, it is not just in the sciences that practical examinations have to be taken at A level - the same applies to music, geography, CDT, home economics, computer studies, and a host of others.

At university too, many other subjects make considerable demands on a student's time. Geologists have to

spend weeks of their vacations doing surveys; musicians rarely have a week night to themselves as they are playing in orchestras or singing in choirs; geographers have to spend weeks on field courses, and again, the list could go on.

The PGCE year is no harder for a science student than for any other - just ask any student training to be a PE teacher and suggest to them that they are having an easy life (I suggest that Mr Stander tries this exercise with a rugby prop forward).

As a teacher of a humanities subject, I have one of the largest C level groups in the school, and more A level pupils

than any other subject. I would also remind Mr Stander that the core subjects in all schools have a much heavier workload than he has.

Teachers in every subject have to keep up with new developments. As a geography teacher, it is true that no new continents have been discovered, but I can name a few Pacific Islands which are new to the map - perhaps Mr Stander would like to visit one of them when he is granted his retirement.

I must, however, concede that early retirement is more difficult for those in certain subjects, but this does not just apply to science teachers. More often than not it reflects shortages of

teachers in a particular area for certain subjects. An English teacher in our school was recently refused early retirement on the same grounds as it was refused to Mr Stander.

May I recommend to all teachers that he bother to find out a bit about what our colleagues have to do. In many cases we may be surprised that others work as hard as we do. Some mutual understanding would be in order here.

JAMES HINDSON
The Grammar School
Whitland
Dyfed

Shabby treatment

Sir - I was interested to note that the London borough of Waltham Forest was praised for its action in dealing with the problem of falling rolls. (TES, May 16). I agree that the abolition of the split system of 11 to 14 and 14 to 18 schooling is an excellent idea and have no doubt that the pupils will, eventually, benefit from the continuity of the 11 to 16 schools.

Unfortunately for the pupils it may be some time before all the teachers are as ready and willing as they have been in the past to devote so much of their time and energy to the schools, considering the shabby way that they have been treated during the reorganization of secondary schools within the borough.

Since all the borough's secondary schools will officially close and only some re-open, teachers have, in effect, had to re-apply for their own jobs. In many instances, information about jobs has been circulated approximately a week before applications are due to be handed in. No additional time has been allowed for teachers to complete the lengthy process of reading numerous job descriptions, selecting and applying for whichever three seem most appropriate.

Along with the stress already associated with teaching is the additional uncertainty of not knowing where one will be teaching in September and the knowledge that, with schools closing, there will not be enough posts available for everyone to retain their present status. Knowing that you will give "something" is little compensation for the fact that your career in teaching may be irreparably damaged, only because "there weren't enough jobs to go round".

Logically, it is easy to see that if you are one of seven people being interviewed for a post, everyone having similar experience, you have only a 14 per cent chance of being successful. None the less, the reality of being rejected is no easier to bear.

However, what I regard as the ultimate insult is the sheer indifference of a borough in sending, not a personal letter of regret, but a photocopy of a standard letter with one's name typed into the relevant space.

I realize that children aged 10 forget that teachers are human beings, with emotions, like everybody else; I had not realized that education officers were of the same persuasion.

BEVERLEY ROWE
21a Kenilworth Road
Ashford, Middlesex

More convenient

Sir - Your June 13 issue drew attention to a recent report published by the Building Employers' Confederation on the state of Britain's primary schools. It referred to the unsatisfactory condition of the lavatories at St Vincent's R C primary school in Redbridge.

The information was, in fact, out of date. Following representations by this authority and the diocesan commission, the Department of Education and Science managed to put their replacement in last year's programme. And with the help of Mr Neil Thorne, the local MP, we can expect the pupils to be happily using their new facilities in a couple of weeks' time.

COUNCILLOR K AXON
Chairman
Redbridge Education
Committee
Hford

Bargain buy

Sir - In your "Computers in Education" EXTRA (TES, June 13), Joe Telford assesses the uses of the Amstrad PCW 8256 computer. I was surprised to see that he made no mention of another Amstrad, the CPC 6128.

At a VAT-exclusive price of under £350, it has 128K of memory, a built-in 3-inch disc drive and a colour monitor (but no printer), and comes complete with the CP/M plus operating system and the Logo language.

Unlike the PCW 8256, its role is not specific, and its wide potential throughout the educational field would seem to make it at least as useful as the PCW 8256, and indeed a very keen competitor for the BBC Master 128.

JONATHAN COURT
Mathematics student
Darwin College
Kent University

Narrowcasting

Sir - Though I thought David Self's article "Narrowcasting" (TES, May 16) fair and positive, his suggestion that my view of what we should be doing is contrary to what some stations are doing is misleading.

Mr Self rightly disposes of the claim that some people "think that BBC Local Radio is... quietly forgetting the educational element of its charter-given job" with a lot of evidence to the contrary. However, I would dispute his claim that these examples are "obviously educational programmes". Because something like Merseyside's *Leaving for a New Life* sits easily within the station's general programming, without jarring, it cannot be properly "educational".

I believe that we can be most effective by being "educative", by stimulating and motivating an audi-

ence which would not otherwise be exposed to educational influences. Special slots for educational programmes in the evenings and at weekends are a different matter. Schools can, of course, use any material from the station in their own way which would probably mean as input resource material - not as a broadcast lesson.

The article also implies that it is only a minority of stations which are committed to education. I would maintain that all are - but not to formal schools programmes during weekday broadcasting hours. Their educational ideal is the one I've tried to define in outline here.

CLIFF KITNEY
BBC Local Radio
Room 202
Bank Buildings
14/15 Langham Place
London W1

Maths solutions

Sir - Both G M Arah and Marion Stow in their letters (TES, June 6) raise some important issues for improving mathematics teaching.

The appointment of a co-ordinator as part of the management team in a school is only one step on the path. It should have been preceded by discussion and agreement with the staff about the purpose and nature of the



exercise. The improvement of teaching can take place only in the classroom, wherever this may be; it is the teacher who does this and such development is best undertaken as a co-operative enterprise throughout the school. Good practice does not spill over from one classroom into the next because it is not easy to observe other teachers while you are working with your own class. But teachers need a model of good practice to work towards.

The training of a co-ordinator is very important and should be undertaken before or immediately upon appointment. There are two basic qualities needed by the co-ordinator. The first of these is credibility, which depends on many things, the least of which is an academic qualification while the greatest is what could be called a professional approach to their work generally. This must be accompanied by knowledge of the work that is going on in the school.

The second quality is the ability to exercise leadership and initiative. These qualities may be present in a classroom situation but they do not necessarily extend effectively to the greater area of responsibility without some further training.

The greatest support that a co-ordinator can have is all their colleagues working together in harmony

Hidden strengths

Sir - David Hanson's letter discussing the *Panorama* programme about the bottom 40 per cent (TES, June 6) raised a number of fundamental questions concerning secondary education which he described as apparently "unimportant". Here are two more basic aspects: is there any consensus about what education is, and who are this "bottom 40 per cent"?

In regard to the first, we must assume that we all know what education is - usually, I believe, "the process for producing educated persons". In social and cultural background we give "an educated person" very different meanings for different purposes, cannot lead to a general consensus; better definition might be: "Education is the continuing process by which individual persons discover their abilities and aptitudes and acquire appropriate knowledge and skills, that they may exploit their talents for their own satisfaction and that of the community in which they live".

With general acceptance of this definition, equality would mean making this process of education available to all, regardless of colour, race, class or, so far as possible, physical or other handicap.

Turning now to "the bottom 40 per cent". No one ability is low in 40 per cent of secondary pupils. For achievement in examination level, variety of causes, as I know very well after four years at an inner city high school of technology within the UK Training Scheme.

A battery of psychometric tests, counselling has shown various causes in the 150 or so young people tested. But the test battery profiles of most indicate innate learning strategies suited to teaching which use verbal expository, whether written or spoken. For example, 40 per cent of trainees learn most effectively by their own direct experience (in the UK generally, the figure is 55 per cent).

Very often, too, they understand what they know very well and cannot effectively, but cannot write about it. During the four years, over 80 per cent have progressed to full-time employment or education.

The test battery has been used in electronics industry for 15 years, has helped to identify recruits with good potential for practical science and engineering despite falling O A levels.

They have been returned to education, some simply by going to a technical school, and others to the learning problems implied in being very intelligent. Some other well-qualified people have been unable to understand or apply the concepts manipulated so easily on paper.

Learning strategies might form a better basis for streaming than achievement in written examination. Mr and Mrs Brock, of Nuffield College, Oxford proposed a variant of this approach, whereby science grants should be given, not to higher education students but to 16 to 18-year-olds, studying in schools and further education colleges.

W A GOODE
84 Abbot's Road
Abbots Langley
Watford, Herts

Years that supplies of scientists are inadequate to meet national requirements have been expressed in every decade at least since the 1940s, but there is some evidence that the present shortage is far more serious.

Government concern was expressed in the recent Green Paper on higher education and the universities, too, are worried that shortages of scientists and engineers are serious enough to undermine the hoped for national economic recovery.

Such warnings are reinforced by recent evidence suggesting that science and mathematics are losing ground among the A level subject choices of 16 to 18-year-olds.

To recognize the existence of a crisis is one thing. To agree about the most effective means for resolving it is quite another. Various remedies are being suggested, including preferential grants for science students.

Such grants have proved very effective in the past, though past experience suggests that they are most effective when offered at the higher education level rather than in schools and further education colleges.

On previous occasions when the shortage of scientists seemed to reach crisis point most advice, apart from in the 1940s, concentrated on improving conditions in schools. A battery of improvements were usually recommended with slight variations on the focus of attention; in the 1950s the emphasis was on improving the supply of qualified teachers and improving laboratory facilities; in the 1960s on updating and revitalizing curriculum and pedagogy; and since the late 1970s recommendations for curricular change have been accompanied by calls to make science more attractive to girls, so tapping a relatively under-used pool of recruits.

Despite the fact that past records suggest these remedies have been conspicuous by their failure to halt the swing away from science, they still receive strong support today. This is not surprising since, on educational grounds alone, these improvements have much to recommend them.

However, now more than at any other time since the 1940s, support is growing for another type of solution, namely direct financial incentives to young people who choose to study science or engineering. The reasons for this are probably threefold: the ineffectiveness of previous remedies; the perceived urgency of the problem; and the present Government's support for market forces, or, in this case, simulated market forces since it is government grants rather than employer's sponsorships that are being recommended.

Better grants or allowances, it is suggested, will encourage more students to study sciences, particularly if such positive discrimination is reinforced by discouragement to study other subjects. Such a "carrot and stick" approach was implied in the Government's Green Paper. The proposed carrot was a special, more generous grant to higher education students studying science subjects. The stick was to restrict opportunities to study humanities and social sciences to a limited number of university places.

Recently, in a paper to the Education Secretary (summarized in the TES March 7, 1986) Mr Michael Brock, the Warden of Nuffield College, Oxford proposed a variant of this approach, whereby science grants should be given, not to higher education students but to 16 to 18-year-olds, studying in schools and further education colleges.

Of course, these two types of grants, one for 16 to 18-year-olds, the other for higher education students, are not mutually exclusive and a wholesale commitment to financial inducements could include both. In practice, however, it is likely that, as a first step at least, only one or other

for a common ideal - that of the mathematical education for all children in their care. The situation most schools is far from this ideal. A practical course of action for the school is to identify the strengths and weaknesses in the total package of the curriculum, training and establishment of the co-ordinator within a school.

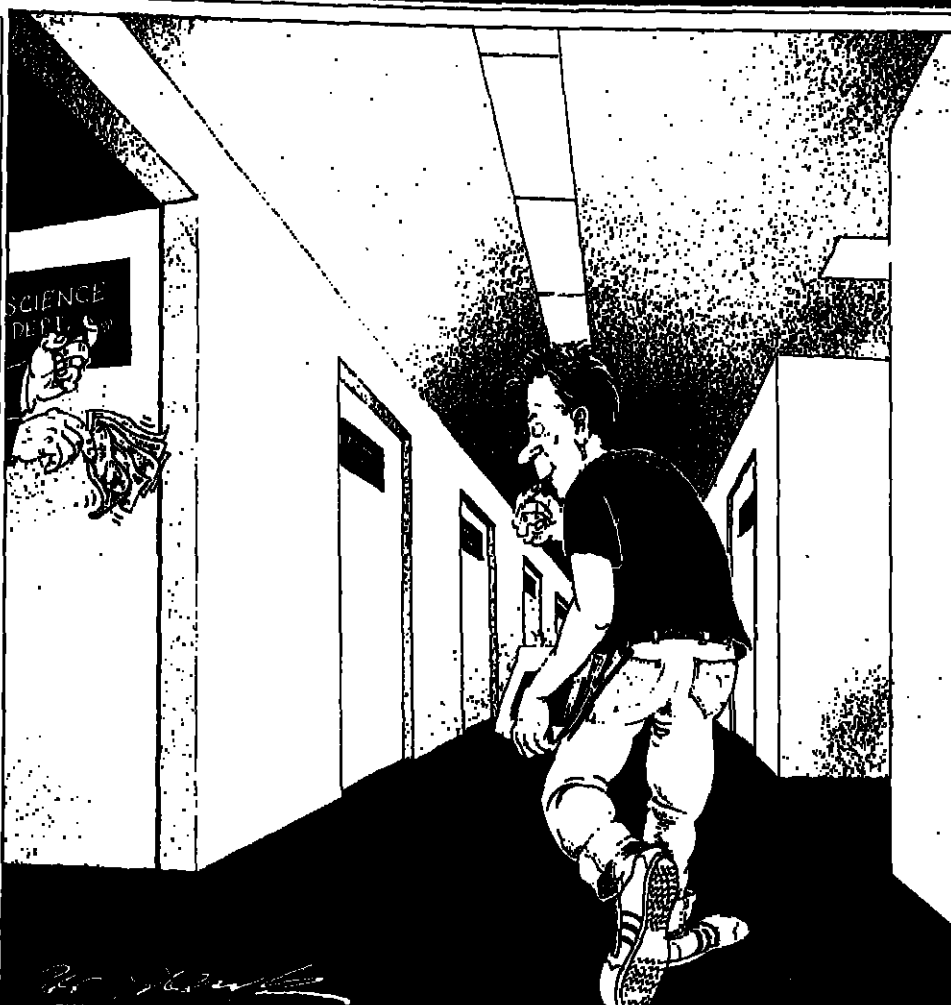
The co-ordinator's one-man service training includes two elements that have to be agreed with the staff. In the autumn term the co-ordinator talks with the staff about the work that is being done and discussing with the head teacher, appropriate INSET is planned and a project is agreed upon.

strengthen the weakest area of the curriculum. This is undertaken over the spring term as a co-ordinating exercise with as many staff involved as possible. The adviser, advisory group and local college can provide valuable assistance in this process.

I find that this works well and we are happy to discuss the strategies with others.

DON SKILLING
Mathematics adviser for schools
London Borough of Waltham

FEATURES



Bribes for the scientists

Michael Smith argues from past experience that the way to produce more scientists and engineers is to give special grants to university students.

of the grants would be introduced. This being so, it is worth considering, not only whether such financial incentives are likely to succeed, but also, at which stage such incentives are likely to be most effective.

To show that a particular incentive was effective in the past, does not necessarily mean, of course, that it would have a similar effect if introduced today. No initiative can be considered in isolation, for the influence of other factors will be of crucial importance. Nevertheless past experiences can be a guide.

Figure 1 shows examination entries, in science, at both the 15/16 and 18-plus examinations over the past 60 years as a proportion of all exam entries at these ages.

It is a reasonable indicator of the way students' preferences for science have varied during this period. It is, immediately, apparent that, whereas the emphasis on sciences among 15/16-year-olds seems to have remained fairly consistent, among

17 to 18-year-olds there have been pronounced fluctuations.

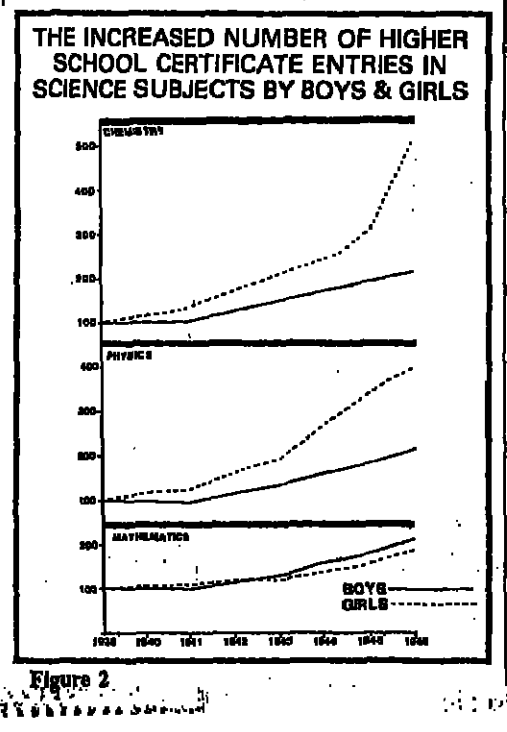
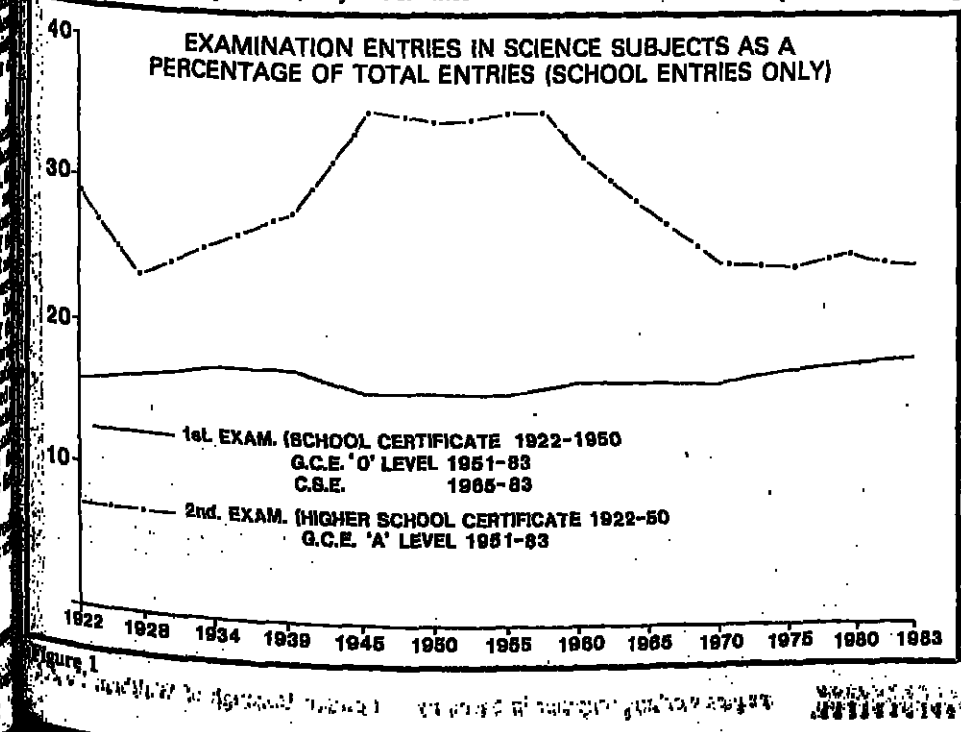
Part of this fluctuating pattern of student choices is, of course, well known, particularly the swing away from science that so concerned the Dalton committee in the 1960s as increasing numbers of young people moved into social sciences. Incidentally, it is significant that none of the school improvements introduced from this time - in the curriculum, laboratory facilities, and for a short time from 1974, in teachers salaries generally, were able to reverse this decline. Observers concluded that wider market forces and a fall in the prestige of science were too powerful to be reversed by such school-based developments. What is, perhaps, not so well known is that this move away from science started from a level which had only been reached fifteen years previously, and which, itself, was achieved after an earlier swing towards science between 1941 and 1945.

Yet introducing preferential science grants at 16 to 18 would, almost certainly, transfer such problems to schools and further education colleges. Conflicts between subject departments, already a consequence of TVET, would increase. The curricular balance would tip even more away from the general to the vocational. With such grants being offered alongside YTS allowances, almost the only area denied financial assistance would be the humanities.

Many would oppose such developments, especially since, although they would encourage more pupils to study sciences, they could not, of themselves, guarantee that greater numbers of science students would eventually enter higher education for more specialist studies. Many would prefer to use any resources available at this level for maintenance grants to encourage an extension of full-time education for all young people, particularly since this is now the policy of some of the major political parties.

Faced with such choices and with inevitable opposition whatever decision is made, ministers and officials might well find it useful to examine the experiences of their predecessors suggesting that financial incentives can have a dramatic effect on student numbers in science and engineering and that, when offered to higher education students, their effect is likely to be twofold: directly to encourage more science and engineering students to enter higher education and indirectly to stimulate science and engineering studies among 16-18-year-olds.

Michael Smith is a lecturer in Education at the University of Nottingham.



FEATURES

THE 1986 TES ENGINEERING ESSAY COMPETITION

ENGINEERING THE FUTURE

"What do you think is the greatest challenge facing engineering today?" was the question posed by the fourth essay competition sponsored by the TES and the Engineering Careers Information Service. Here, Hugh David reviews all the entries, and we print the three winners

Are there carrots in space?

Muck and brass were the twin preoccupations of a majority of the entrants to the 1986 TES Engineering Essay Competition. More specifically, how to persuade youngsters to forget the one and encourage employers to stump up more of the other.

But while the teacher, careers officer and student entrants all began by agreeing that engineering can be "as fascinating as the word-play of Shakespeare and as stimulating as the ecological balance of the wild-wood", they rapidly parted company.

The adults were markedly more pessimistic. At present, wrote one teacher, very few school-leavers even consider engineering as a career; the majority simply refuse to be "tempted by clever advertising, high salaries or indeed by essay competitions".

Two major reasons for this emerged. Although it was generally accepted that in the past few years engineering had finally shed its "cloth-cap" image, few teachers and even fewer careers officers believed that the profession was yet free of a certain "cloth-headedness". More than one teacher pointed out that it also remained a bastion of "atavistic sexism".

Righting these two wrongs was generally perceived to be the greatest challenge facing engineering today, the subject to which entrants were invited to address themselves.

A variety of methods emerged. One teacher reported that he had asked a class of 13-year-olds to write an answer to the question: "What do you think an engineer does?" Despite the good work being done by organizations like the Engineering Careers Information Service (co-sponsors of the essay competition), he found that nearly half his pupils still believed engineering was "something to do with working with metal or wood" or "a job where you repair cars". Engineering - real engineering - should pay more and put its house in order, he suggested.

A Lincolnshire deputy head developed this idea by pointing out that even in the adult world the term "engineer" currently means very little: "It can be applied both to the mechanic who comes, much welcomed, to mend the washing machine and also to the man who led the team designing the Thames flood barrier".

Many entrants made similar points, adding perhaps it was time "proper" engineers started regarding themselves as professionals with their own regulatory bodies "to which they would be proud to belong" - mere washing-machine mechanics need not apply.

Were they to do that they might also go a long way towards making the profession more attractive to girls. Tapping their "unexplored potential" was widely seen as both vital to the future of engineering and in pace for Britain's economic and industrial decline.

But, although many entrants described the problem (one citing Shaw's comment that women

stood up in protest only to sit down as shorthand typists), few could come up with any solutions. Among those who did was a teacher from Argyll, who argued that the media could help by providing more models of confident, professional women, and concluded: "Engineering, in short, needs its *Cagney and Lacey*".

Does it, though? To judge from many of the student entries, such a series would merely be preaching to the converted. A 12-year-old from south London spoke for many when she wrote: "Everyone thinks that women are afraid of getting dirty. Well, I'm certainly not, and a lot of other girls are not. I just don't see why people think it's unnatural for women to be engineers. There is nothing wrong with it."

There were well over 100 entries from secondary school students aged between 12 and 18; and perhaps a third of those were from girls irritated by sexism in the Craft, Design and Technology room. The remainder dealt head-on with some of the most intractable problems of our time.

Although they were written in the immediate aftermath of the Challenger disaster, there were many pleas for the expansion of the British space programme and the start of serious interplanetary travel. There was a bullish defence of President Reagan's "Star Wars" Strategic Defence Initiative - and if that was unexpected, so too was a 12-year-old's suggestion that only engineering could tell us whether "they have carrots up in space".

The accident at Chernobyl had not happened when the essays were written; had it done so, it is doubtful whether so many of the younger entrants would have been quite so sanguine about the benefits of nuclear power. Only one mentioned

that it could be "very dangerous".

The need to discover new energy sources, nuclear or otherwise, was perceived as possibly the major task for engineers in the immediate future. Wind, wave and solar energy all had their supporters; so did a British scheme which apparently used a mixture of lambs' tallow and sugar to make fuel for pleasure boats.

Maybe one day it will totally supplant all our existing fossil fuels. If it does - and if a high octane version can power the Shuttle - then the nuclear lobby, New Zealand farmers and just about everyone else will be happy.

The Channel Tunnel (so called - competitors' entrants were having no truck with fixed links) received a few votes. So did driving new ways of making cars safer. There were also a number of more original schemes. A teacher came up with the idea of an "earth-scraper", a subterranean city to be built under the North Downs.

There were plans for a "body-drier", a device for engineers to come up with "a safe, viable alternative to the age-old tin can" and do something about "the dangers of the fridge" - why, in 1986, are we still banging our elbow every time we want the milk?

Let it never be said that engineering is just mucking about under the bonnet of a Meta-Road, proper engineers have been telling us that for years, but perhaps an Oxfordshire headmaster phrased it better: "However much a politician may promise jam tomorrow, it is only the engineer who will be able to deliver the pot to the breakfast table."

Hugh David

Students aged 11-14 First prize: Catherine Taskis

I think the greatest challenge facing engineering today is not to design high-tech wheelchairs for invalids, nor to find a revolutionary new form of transport, nor even to build a space city on the moon, but to improve the image and concept of engineering in the minds of the general public and prospective engineers of the future.

How many people actually know and understand the full scope of the jobs generally called just "engineering"? How many people know that its products range from aircraft to micro-processors, from motorways to kitchen appliances, from chemical plants to missiles, and not only the making of them, but also the design and testing?

For many people, the image conjured up at the word "engineer" is undoubtedly one of the man in a cloth cap and greasy overalls, a spanner in an oily hand, and two feet disappearing under the back of a broken car. For many people also, this would not even be an engineer, but a mechanic - he is, in fact, a mechanical engineer.

Engineering is one of the few jobs that is not fully recognized for all that it is. Say "astronomer" or "lawyer", "doctor" or "builder" and you will immediately be able to list what their work includes. With engineering, however, although most people have the basic idea, there are a wide range of jobs that they wouldn't classify as actually being engineering.

Most people know about the civil engineer who deals with bridges and motorways, most people also know about the electrical engineer, who



Ramsay Isak and Catherine Taskis in the Concorde cockpit after the prizegiving

deals with heavy current appliances, but what about the energy engineer, the mining engineer, and the chemical engineer, all of whom are just as important as the well-known ones?

Because of this cloth cap and spanner image of engineering, and the ignorance surrounding its vast range of jobs and many branches, I think that the greatest challenge facing engineering today is to moderate the outlook of the general public on this industry, and to attract the right calibre of people to take up engineering.

Women especially are needed - engineering has always been very much a male-orientated subject, and although girls have shown themselves to be just as proficient at school, not many choose to take up science subjects at A level and beyond. In this respect, also, the image would have to be changed - the masculine picture of engineering does little to stimulate the interest of girls.

The industry needs men and women who have the brains and initiative not just to make products or mend cars, but to do design work, solve

problems and protect the environment. On many other jobs, it needs clever people but not on other jobs, it doesn't have the glamorous image so it is not recognized as needing the brain.

The people who are needed in the industry are attracted to, and too often encouraged to take, jobs with the right image such as veterinary practice or law - most prospective engineers put off by the rough and ready name of engineering.

Thus, for the development of this idea - broaden the appeal of engineering - the project would have to be aimed at teachers and professors in schools. If they don't have the right view on engineering, and don't fully know what it means and what it includes, then they are unlikely to encourage their brightest pupils to take it up.

By correcting their ideas, and by making them know and appreciate the full meaning of the word "engineering", we would be well on the way to ensuring a successful and prosperous future for British industry.

However, we would also need the public to understand what it means. Even supposing that they were encouraged to take up engineering, how many people are actually going to do it? Too, believe it to be all metal work and hammering?

By doing this, by improving and correcting the image of engineering in the eyes of pupils, teachers, and the country in general, we would attract the right people to do the work, and we would have the brains to solve the current problems such as the conservation of the environment, pollution and improvement of energy efficiency.

Judges

The Judges of the Competition were:

Audley Whitall CBE

Chairman, Engineering Industry Training Board

Barack Reading

Director of Personnel, NEI plc

Dr Elizabeth Lawlor

Deputy Secretary, Institution of Electrical Engineers

Mrs Mary McLeish

Head Teacher, Haggerston School, London

William G. Friggens

Director, Engineering Industry Training Board

Dr James McFarlane

Director General, Engineering Employers' Federation

Alex Ferry

General Secretary, Confederation of Shipbuilding and Engineering Unions

Stuart MacKure

Editor, Times Educational Supplement

Teachers and Careers Officers

First prize - £500

Stanley Francis Goodman, Teacher,

Hickmansworth School

Runners-up - £200

Maurice Curzon, Head of CDT, Wales

Comprehensive School, Sheffield

Martin Barry, Head of Sixth Form - Science,

Chislehurst & Sidcup Grammar School, Kent

Prizes - £50

John Slade, Teacher, Sidney Stringer

School, Coventry

Robert Epton, Careers Officer, ISCO,

Cambridge, Surrey

Barry Berry, Careers Officer, Trowbridge

Careers Office, Wiltshire

All winners also received a copy of The Times

Atlas of the World.

Students 15 to 19 years

First prize - £500

Ramsay Isak, Hutton Grammar School,

Preston, Lancs

Prizes to winning school - £500

Hutton Grammar School (Head Teacher: Mr

G. Armstrong)

Runners-up - £200

Colin John Platt, Liverpool College,

Liverpool

Victoria Jane Stanton, Charters School,

Asot, Berks

Prizes - £50

Paul Anthony Greene, Haberdashers'

Aster's, Epsom, Surrey

Mary M. Kerr, Colchester County High

School, Essex

Stephen Froud, Rokeby School, Stratford,

London

Prizewinners

Students 11 to 14 years

First prize - £500

Catherine Taskis, Worthing High School.

Prizes to winning school - £500

Worthing High School (Head Teacher: Mr P

D. Johnson)

Runners-up - £200

Victoria Cotes Alfringham Grammar School,

Cheshire

Casper J De Bono, Harrow School, Harrow-

on-the-Hill

Prizes - £50

Helen Louise Saunders Ipswich High

School, Suffolk

Giles Richard Bradley, Liverpool College,

Liverpool

James Campbell-Collins, MUI Hill School,

London

Teachers and Careers Officers

First prize - £500

Ramsay Isak, Hutton Grammar School,

Preston, Lancs

Prizes to winning school - £500

Hutton Grammar School (Head Teacher: Mr

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Stephen Froud, Rokeby School, Stratford,

London

FEATURES

Students aged 15-19 First prize: Ramsay Isak

One might regard mammoth projects ranging from the Channel Tunnel to the Strategic Defence Initiative or Star Wars as being among the greatest challenges facing engineering today. However, I believe that investment in engineering research and development projects, and the attraction of the greatest number of highly qualified, strongly motivated individuals to the engineering industry, are both crucial to achieving an optimum progress rate in engineering.

Hence, I think the greatest challenge facing engineering today is to convince the maximum number of people of the vital role played by engineering in sustaining us today and preparing us for tomorrow.

When it comes to the willingness of investors to support engineering research and development projects, they tend to be reasonably forthcoming provided that their investment is certain of financial rewards in the short term. However, it is on large scale research and development projects over a long period of time that progress in engineering ultimately depends. Consequently, financial rewards from investment in such projects are possible only in the long term, thus generally causing the attitude of investors to be somewhat less than enthusiastic.

This phenomenon could hardly indicate faith in engineering. Although it must be stated that the problem of inadequate investment in engineering research and development is hardly peculiar to Britain, it is here that it is particularly acute. This is reflected by the latest Cabinet Office annual review of Government-funded research and development.

The UK Government comes bottom of the research and development league of the six major European Community nations in all areas except defence, in which it comes top.

Another factor crucial to the progress and development of engineering is the availability of sufficient individuals of the academic calibre, motivation and aptitude to contribute directly by their own active participation in the various branches of engineering. Unfortunately, it would appear that it is not only investors that are somewhat dubious about the prospects of engineering. The number of applicants for degree courses in engineering-related disciplines has declined considerably in Britain.

A reduction in electronics engineering applicants by more than 15 per cent and in computer science applicants by 13 per cent, accompanied by appreciable reductions in the number of applicants in other disciplines also of crucial importance to the engineering industry, all indicates that a considerable number of students remains to be convinced of the vital importance of engineering. In fact, they seem to have greater faith in business studies, geology, and psychology, among other subjects which have become increasingly popular.

In an attempt to counteract such a trend, one might have anticipated a concerted effort on the part of engineering companies to stimulate and encourage students to pursue a degree course in an engineering discipline. This would have led to increased support for the provision of financial incentives for prospective engineering students. Two specific examples would have been an increase in the number of National Engineering Scholarship sponsors, and an increase in the number of student sponsorships.

What has in fact occurred is a decrease in the total number of National Engineering Scholarship sponsors (excluding the British Government) from 87 for the 1985 scheme to 64 for the 1986 scheme. This has been accompanied by an appreciable decrease in the number of sponsorships. The inadequate priority given to providing sufficient academically qualified engineers is further indicated by the ratio of pure science graduates to engineering graduates. In Britain, this is a ratio of 2:1, whereas in Japan it is 1:1.

The challenge of convincing potential engineering students of the importance of engineering is exacerbated in Britain; this is both the only leading industrial country in which most 16-year-olds leave full-time education, and the only one in which the choice against maths and physics may be made at 15 or even younger. Hence, pupils in their early teens need to be convinced - to some degree at least - that aiming for higher education in an engineering-related discipline ought to be seriously considered.

Those already committed to the engineering profession are aware of current achievements in engineering; but engineering needs to be sold to a much wider audience than at present. This is what I consider to be the greatest challenge facing engineering today.

Decision-makers in industry and commerce need to be persuaded to take longer-term views of the use of resources. Unfortunately, almost all the objectives of competitive industry militate against this. Short-term profit maximization and increased market share both dictate rapid resource consumption.

This great challenge, singled out from many others, requires all those associated with decision-making, training and education to assert more aggressively the need to take a longer view of the direction of our skills and resources. We may then have a better society in the future at the acceptable cost of greater frugality now.

Teachers and Careers Officers First prize Stanley Goodman

The greatest challenge facing engineering today is deciding how best to achieve a physical environment over the next 30 years which will reach a satisfactory compromise between human desires for material possessions and the exhaustible nature of most resources.

Engineers have the skills needed to produce the ever-growing quantities of goods required by expanding populations. They will be able to introduce new methods of producing greater quantities of goods more cheaply. They will be able, through progress in civil engineering, to distribute goods more cheaply and to make our living conditions more pleasant.

As a result of engineers' efforts we shall live longer and be able to care better for those with various disabilities. We shall have more leisure and better facilities in which to enjoy it. We shall, thanks to the electronics engineer, be able to communicate more speedily and efficiently. We shall "make the desert bloom" if the political will exists to harness the talents of engineers.

Given this political will there could be a reduction of extremes of affluence and poverty. Yet all this will be in vain if we take a short-term view and consume the world's resources in a profligate manner. If engineers and politicians do not take a longer view we may find that we have witnessed the final flare of a glittering consumer society before the plunge into a new and permanent dark age of scarcity and want.

The challenge, therefore, is to persuade engineers to raise their horizons to calculate the long-run cost to society of their projects. Their views must be communicated to the decision-makers who are, all too often, ignorant of scientific and engineering considerations. The highlights the subsidiary challenge of raising the "engineering literacy" of our decision-makers. That, however, would require a fundamental shift in attitudes and education.

Engineers should respond to the challenge and not be content to be mere technicians producing solutions to a narrow set of questions related to the physical nature of matter. They should be seriously concerned about the long-run worth of their project to mankind, compared with the benefits of the possible alternative uses of the resources they propose to use.

Will our grandchildren thank us, or will they curse us, for our ingrained habit of building in early obsolescence? Will they be pleased to return to the bowels of the earth to mine inaccessible coal seams as oil supplies gradually peter out? We may, at present, be able to afford cosmetic engineering improvements for short-term gain and personal professional satisfaction, but can we justify it in the longer-term.

Challenges require responses of intellect, emotion and resources. There is already a strong emotional response from the young and from many concerned engineers towards taking a longer-term, less consumer-orientated, view of society.

Intellectually, the argument still has to be presented more vigorously. Discussion drifts too easily into emphasis on nuclear issues and towards the natural environment. This is often detrimental to the consideration of the planning of the engineer-inspired physical environment of the future on which we shall all depend.

Many people in authority need to be convinced that, to adapt a well-known phrase, "we must live more simply now in order that future generations may simply live".

The challenge may not require more resources in total. It is not like a lunar landing programme followed by an inevitably more expensive Mars landing. It may simply need a much more considered look at the available resources and a redirection of expenditure of time and money.

Training programmes may need to be altered to include or emphasize some form of cost-benefit approach to engineering schemes and research. School-based education should be consciously redirected towards engineering and the role of industry in society. A single "Schools and Industry Year" is insufficient to create a permanent change in attitudes.

Decision-makers in industry and commerce need to be persuaded to take longer-term views of the use of resources. Unfortunately, almost all the objectives of competitive industry militate against this. Short-term profit maximization and increased market share both dictate rapid resource consumption.

This great challenge, singled out from many others, requires all those associated with decision-making, training and education to assert more aggressively the need to take a longer view of the direction of our skills and resources. We may then have a better society in the future at the acceptable cost of greater frugality now.

Playing it for real

Ken Jones argues that simulations can break down gender and ability barriers



Students at Hammersmith School designing a Spring theme for a fashion company

Two journalists are working together rewriting a news item about bottles of poison being found on a rubbish tip. Another is producing a few lines of comment on a letter which says: "Why must you report so many of the unpleasant things of life?" In the corner a member of the news team is preparing an interview with the leader of a pop group, Billy and The Kids. The producer is looking anxiously at the clock.

The copy boy also looks at the clock, picks up the last news item and hands it to the copytaster, for it is 2.25pm and in five minutes Radio Covingham's programme *News and Views at 7* goes on the air. The copy boy is a teacher. The journalists and Billy are pupils.

The educational significance of simulations such as Radio Covingham lies not so much in the imaginary environment, but that they are, and must be, untaught events. The teacher organizes the briefing and debriefing, but during the action does not sit down with the participants to say: "Do you understand it? Do you want any help?" There is no teacher, as such, in the newsroom.

A simulation is not a guided exercise, game, or informal drama. The journalists do not pretend to be journalists, they are journalists because they select and edit, interview, and present a programme. They have full authority to carry out their duties, including the power to make mistakes.

One benefit is that girls, who tend to get squeezed in classroom discussions, come into their own in simulations, and personal changes can be profound. This was the case of an Asian girl in a college of further education which I visited once a week to run simulations. During the events she seemed lively, charming, and articulate, and I assumed that she would have many friends of both sexes.

Afterwards, in an interview, I asked if the activities had helped her to talk, by which I meant the skills of language and communication. To my astonishment she replied: "It does help me to talk because I always used to stammer a lot. And I... still do... do but now I've gained confidence in speaking to the public and to other people."

Her relationships with classmates had also improved. "At first, I was too shy to speak to any of them," she said. "But now I have something to talk to them about. There isn't anything to hold me back." The catalyst had been Radio Covingham. "Being on the air really is a nice feeling... I had felt I was an important person and that all the world was listening to me, and I was proud of it."

Teachers who start to use simulations should not expect the male desire to dominate to vanish overnight, or find females instantaneously willing to accept the responsibilities of equality.

An example of residual male dominance often occurs when mixed groups who are not familiar with simulations try *Survival*, where participants are first survivors of an air crash and have to find water at least once every four days or they die, and then in a shipwreck, when they need water and food, and must look for trees near the shore to build a raft. Information is given in role cards, which call for communication within the group, and progress is made by requesting specific map squares from the organizer, each map square having information around the four edges showing what can be seen one day's walk away.

What usually happens in *Survival* is that the males take the decisions - perhaps they think it is

expected of them - and these are often risky and ill-considered. The females, on the other hand, for whatever reasons, often take no action until it is too late to avert disaster. Consequently, with first-time participants, mixed groups tend to have a higher death rate than single-sex groups.

However, mistakes are not only inevitable but desirable. In the next simulation the participants can demonstrate what they have learned from the previous disaster.

At first, the crumbling of the walls of gender is usually characterized by uncertainties and tacit negotiations between the sexes. A class of postal cadets were involved in a fairground simulation in which they had to produce a paper rollercoaster. One pair, a boy and girl, arrived at an unspoken arrangement in which the girl allowed the boy to go ahead and fold and glue the paper, and intervened only when he got into difficulties, and then helped him out. Eventually, it is not unusual to find males appreciating and welcoming the fact that some shy girl has actually

TALKBACK

Glum and male

GEORGE SIMMERS

It is obvious that a lot of work has gone into the GCSE syllabuses from the Midland Examining Group. Bureaucratic skills of the highest order were needed to devise those precise regulations for the central checking of external moderators, checking of internal moderators, checking of teachers, checking of pupils' coursework.

I wonder how many meetings they must have arranged, to how many sub-committees they must have delegated delicate questions of precise phrasing, and how many of the wise and the experienced they must have consulted before composition of the final syllabus. But most of all, I wonder how they could have arrived at the lists of set-books they prescribe for detailed study.

There are three quite separate schemes of assessment available to schools, and two of these require that pupils study texts chosen from reasonably lengthy lists of alternatives. The picture of English literature that emerges from these lists is a decidedly

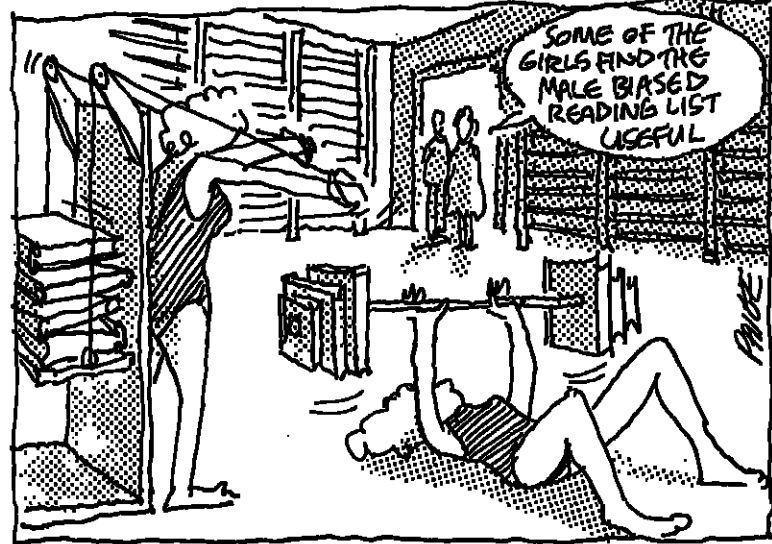
odd one.

First, and most glaringly, out of the 25 texts offered as selections, only one is by a woman - *To Kill a Mockingbird* by the American writer, Harper Lee. To be fair, some women also make token appearances in two short-story anthologies, under the auspices of male editors. Nineteen of the texts are post-1900; is this ration unconsidered, or a deliberate representation of the sexes' contribution to 20th-century literature? What message will the female half of our classes receive from such a syllabus?

The preferred private reading of fifth-form boys tends to be the thriller, so it is good to see a brilliant example of the genre (*Brighton Rock*, an old O level favourite) as well as a rather down-market one (*After the First Death* by Robert Cormier). Romance is usually more popular with girls, but the nearest we get to it among the novels on these lists is Stan Barstow's drab male-viewpoint *A Kind of Loving*.

The lists contain no science fiction or fantasy, despite the enthusiasm many pupils feel for these genres. *Machete* is the nearest thing to a ghost story; there is no recognition of the powerful appeal of myth or legend. The dominant tone, especially among the texts from the last fifty years, is that of serious realism.

At least 12 of the texts lend themselves to solemn discussion in terms of social problems. *To Kill a Mocking-*



bird is a good example of its type, but many teachers might have been grateful for some texts, from Commonwealth literature, perhaps, that touched on racial issues, but not in the context of a melodramatic problem.

Too many of these books are not much fun, and few of them are funny. Those that are funny tend to be among the more demanding alternatives.

Perhaps only a brave teacher will risk confusing a borderline class with the cursing paradoxes of *The Devil's Disciple* when the drama section offers easily sententious alternatives such as David Leland's *Flying into the Wind* or Priestley's *An Inspector Calls*.

ly across her body, over her stomach, down her thighs, his maimed hand obscene, causing her to shudder. Up her legs, across buttocks, impersonal, businesslike, the impersonality some- how more threatening and scarier than if his hands lingered, caressed, acknowledged that this was a woman's body he was searching.

The authors of the syllabus might point out that the books on their list are not the only ones to be studied over the two-year course, and that end dates are specifically required to produce a folder of work on texts other than those prepared for the written examination. Their third syllabus option even allows pupils to pass the exam entirely on the basis of their own, or their teacher's, selection of books, quite independently of the prescribed lists.

These lists, however, will have a huge effect on what is taught in schools, and what is taught for future use. Which schools this year will be able to afford many more sets of fourth- and fifth-form books than as required for the new exam?

The MEG will only have itself to blame if students in the 16 authorities of their domain leave school with the impression that English literature is predominantly male, unadventurous and rather glum.

George Simmers teaches at Magdalen College School, Brackley, Oxfordshire.

Comparison of misery

CHRIS WILLIAMS

For a number of years I've had a suspicion that statistics can be made to support almost anything. Select your question carefully and there's a good chance that the answer will be the one you'd like to hear. Thus it was that, at the height of the teachers' dispute, the Government (forced to honour the Clegg study reporting just after it came to office) was able to claim that teachers' salaries had risen in real terms under the Conservatives, while the NUT, hot and bothered over the erosion of Houghton, pointed to a shortfall of more than 30 per cent.

Education, generally, is an increasingly bewildering world of acronyms and statistics. Yet it's one where the statistical evidence doesn't always match up to the reality of the classroom. Take the CIFPA statistics on capitation (TES, May 23). I was interested in these because, having moved last year from North Yorkshire to West Glamorgan, I wanted to see



clearly how differences in secondary provision showed up. In fact, North Yorkshire was spending £1,115 per pupil, West Glamorgan £1,230.

The reality at classroom level is very different. At least for an English department. In North Yorkshire, we would expect to receive a minimum of £1 per pupil; in West Glamorgan, the figure was nearer to 50p. It would be interesting to see just how such disparity arises, although this would involve entering a complex financial world entirely closed to most teachers.

I'm sure, for instance, that local authorities have different problems in

terms of maintenance and falling rolls, and show a healthy variety of regional policies and different administrative and advisory arrangements. Individual schools have changing priorities, various financial commitments which extend far beyond departmental funding, and may in some cases have hidden sources of money. So what do we do, simply throw up our hands and admit that statistics are useless?

There has to be some way of comparing resources, but resources as they affect the teacher in the classroom. In order to have some idea of this we need, for a typical school in each

area:

- To know the capitation for a pupil in the 11-16 age range as it reaches the headteacher?
- To give some estimate of funding of core curriculum, and know how much of this is allocated for resources in English and mathematics.
- To express as a percentage the non-contact time allowed to a typical Scale 1 teacher in these subjects.

At least then, we could make approximate comparisons across authorities. In practice, such information would be hard to obtain; we need, first of all, to break down the traditional and conspiratorial silence over provision at all levels in schools. Only through openness can comparisons be made and progress achieved.

All of this matters because resources in school do have a quite dramatic effect on morale and quality of teaching. It also matters because, at the back of my mind, I have a picture of the head of department, cup in hand, at the end of a long queue, grateful for the little he receives. Perhaps there is a case to argue; cuts are too often made at classroom, not administrative, levels and the money simply doesn't reach where it's needed most.

Chris Williams is head of English at West Glamorgan school.



language teachers who are well-versed in the thinking behind communicative language teaching, but makes the point that they can contribute more than they think to the school curriculum that is evolving out of major changes such as TVEI and GCSE.

Language lessons that have communication as a central aim cultivate the use of social and interpersonal skills; they are naturally pupil-centred and participatory; they involve the ultimate in problem-solving exercises - that of transmitting and receiving information; and they flourish if the information sought in any situation is of interest and value.

Modern linguists stepped, or were pushed, out of their ivory towers some years ago. If we have a fault, it is perhaps that we have not yet done enough to inform others of where we

stand now. It has been refreshing to be allowed, in our own authority at least, to put the record straight, and encouraging to find that the response from non-linguists has been positive and welcoming, if tinged with a little surprise.

Mike Howell is modern languages co-ordinator for Clwyd I.e.s.

Howlers wanted
Calling all examiners: the TES is hoping once again to reprint the cream of this year's exam howlers. All contributions welcome - please send them to The Features Editor (Howlers), TES, Priory House, St John's Lane, London EC1M 4BX.

Truth in flow charts

BILL RICHMOND

As head of department, one of my primary tasks is to try to make intelligible the dictates of Northern Examinations Association (NEA) for my colleagues in assessing GCSE course work in Religious Studies. In the end I had to produce a flowchart to make sense of what is required of us - and our candidates.

I began work on this flow chart in September 1985 when instructions for the Course Work Assessment for the 1986 GCSE examination in 1986 arrived in school. No, the dates are correct: those teaching the course did not know how the course work would be assessed until they were over half way through it.

At the time I expected it would be a good indicator of what NEA would be requiring for GCSE. I was horrified at its complexity and lunatic elements.

Each piece of course work has to be read four times;

□ A candidate who does not acknowledge his sources, including his class notes, will be deemed guilty of class deceit; and

□ All work must be graded as if it had been produced by a 16-year-old at the end of his studies: yet candidates cannot be at the end of their course when they produce their course work.

Surly, I thought, someone would spot this and revise it.

The draft document on assessing GCSE course work duly arrived and yes, it was different: paragraphs 7 had been removed and the subsequent paragraphs renumbered. The NEA had been edited out was:

So out has come the flow chart again, and this time I've applied some maths too. We shall probably follow the NEA course "Religion and Life". For this option candidates will be required to produce three 3,000-word pieces of course work. At a conservative estimate of ten minutes per 100 words it will take one and a half hours to read each candidate's work once.

But the requirements in that place be read four times; once to identify non-original work, once to assess the quality of the work, and once to assess the quality of the work.

The latest intelligence I have from our I.e.s. adviser is that NEA's proposal has received SEC's blessing. Heaven help us!

Bill Richmond is Head of Religious Studies at Dinnington Comprehensive School, Rotherham.

BOOKS BOULEVARD
SPOON-FED FROM SWINDON

Review



Spoon-fed from Swindon

Nick Baker investigates the policies of the bookshop chains

Much of Britain's recreational reading habits are decided upon at monthly meetings in Swindon and Godalming. It's there that the buying teams decide which of the 300 or so new paperback titles published each month will make it to the high street. Only a third make it in any quantity. Of these, a bare half dozen will be groomed for stardom.

The Smiths and Bookwise operations are quite similar. Bookwise distributes and merchandises paperbacks to the retail trade, supplying anything from the smallest corner newsagent to the larger department store and supermarket chains and motorway service stations. Buy and large they supply "packages" of books and in most cases the outlets they cater for are content to accept. Bookwise's expertise in judging what sells best where.

The Smiths operation is not quite as centralized. There's a complex computer-dictated formula arrive at each month, which maximizes use of bookspace, promotes new titles and controls the size of the backlist (the stock of existing titles). The formula places the greatest emphasis on accommodating new titles, leaving the individual shop's book manager a little leeway - not always taken up - to respond to local taste. Both Smiths and Bookwise exert a monthly "must have" policy on some titles, particularly new "hyped" ones. The two "must have" lists often overlap, obliging the independent opposition to follow suit and carry the same titles.

At those important paperback buying meetings in Godalming and Swindon, the main concern is rarely literary merit. The important factor is the amount the publisher intends to spend on advertising and promotion, particularly on new or little known writers. One of the more informative journals in this field is CTN (*The Confectioner, Tobaccoist and Newsagent*) which publishes a monthly Paperback Update detailing new titles, their prices, themes, and promotional back up - a must for the non-reading newsagent. The CTN shop is very important to paperback sales (15 per cent or more of the market) yet they are the outlets most likely to buy "off the peg" packages from Bookwise, rather than choosing individual titles for themselves.

Television and film tie-ins are almost certain to ensure good sales. So, to a lesser extent, will radio. The Adrian Mole phenomenon started

with a radio serialization, catching booksellers momentarily on the hop. Covers are highly significant, and when publishers present to big retailers, they tend to display the cover without the necessary filling. Covers often make quite unwarranted use of "Bestseller", as in "The new bestseller by . . .". It is a word with magical powers. Bestseller lists in popular newspapers have the same effect as pop music charts. People cut them out and taken them into shops. Really, they're no more than a promotional tool, perpetuating performance by publicizing popularity. Properly speaking, nothing succeeds like success (and you can tell a book by its cover).

It's worth remembering that those important monthly meetings happen three or four months in advance of publication. Sometimes the buyers will have hardback sales as a guide to a book's potential, but these aren't always reliable. Neither is a book's performance at the hands of the critics. Most won't be "seriously" reviewed anyway. In any event, a passing mention by Katie Boyle in her column in the *TV Times* will sell many more books than fulsome praise by Bernard Levin in *The Times*.

If we are being spooned from Swindon and guided by Godalming (and Smiths and Bookwise deny this, saying that they're giving us what we want) it's largely our fault. As book buyers, the British are a fairly conservative, predictable lot. We generally don't like going into shops dealing exclusively in books - unlike our European neighbours, most of whom tend to read more, and more widely, than us. More importantly, about 30 per cent of books are sold on impulse, which explains the increasing significance of what the trade calls "non-book outlets", where we can buy books with beans or petrol or chocolate. A similar proportion are sold to people who have a general idea of the sort of book they want but no specific title in mind. It's this, rather vague book buyer that is prey to the advertising, the hype, the television tie-in and the come hither book cover.

It's hard to say what proportion of books are sold in non-book outlets. All depends on whether you regard Smiths as a bookshop or not. Smiths are very keen that you do, and of late have been making a fairly determined effort in larger stores to go up market and devote more space to books. They proudly point to the fact that some years ago they abandoned the sale of sweets and tobacco in order to sell more books. Bookseller or no, their estimated 21 per cent of the market is a huge slice of the trade. The Smiths people are fairly

offended by the charge that they make centralized decisions about what they're going to sell in their paperback departments. "It's a system of recommendations," says John Hyams, responsible for buying fiction, arts and literature, and president elect of the Bookseller's Association. "The grading (ie the varying proportions in which branches have to carry titles) is both restrictive and permissive." The idea is that the "must have" list, if only to finance the other smaller sellers. All the same, Smiths concede that most book managers follow the recommendations fairly closely, preferring restriction to permissiveness. Around 70 per cent to 80 per cent of what you see in a large WH Smith branch department is centrally dictated or "strongly recommended".

If you want to buy a book in Lewisham, a fairly unremarkable shopping centre dominated area of South East London, your money is almost certain to go to Smiths or Bookwise. Four or five years ago there used to be two bookshops in the area apart from Smiths, one independent, one Claude Gill. Neither survived the competition from Smiths, where you can now buy a ball of wool and a knitting pattern, a computer or a package holiday as well as a paperback. If you don't want to buy the paperback at Smiths, you can go to Boots or Woolworths (both big Bookwise clients) but you won't find much more to choose from. Smiths boast a range of 6,000 paperback titles, not including children's books. And the book manager, low graduate Peter Masters, sees his job as alerting Swindon to new local demands that might be worth taking on nationally. Lewisham was one of the branches of Smiths that pioneered the sale of Virago/Women's Press writing.

A Smiths straw poll one weekday afternoon bears out many of the statistics. Most browsers are having a quick look through the books, having come in for something else. Many find themselves buying on impulse. There are slightly more women browsers than men. Most think the selection fair to good.

"We have a local monopoly but we still have to respond to demand," says Masters. "If there's a proven demand for a book then we'll stock it." Meanwhile he has no difficulty in suppressing his secret desire to fill the shelves with German and Russian classics, and keeps doing out the Mills and Boon. On the subject of classics, if you've

ever wondered what Smiths think is General Fiction, the answer is blindingly simple, according to major buyer John Hyams: "We push into literature almost any author who has been dead for 50 years - except D H Lawrence."

Paperback sales have been rising slowly but surely since the Sixties boom. In the Seventies, the three-day week gave sales an unexpected boost. It's only fairly recently that there has been a falling away in the number of titles sold. This doesn't mean that people are reading less, or that publishers are taking less money. A steadily emerging trend among new titles in the past three or four years is the paperback fatty. Priced below the psychological barrier of £4, the fatty represents value for money to the browser and efficient production to the publisher.

A high proportion of new titles have 600-plus pages, and it's often these books, lending themselves so well to the popular television mini series, that publishers want placed in the big two "must have" category. Modern romance has taken over where bodice ripping historical romance left off, and is largely to with extravagant shopping and sex, with much influence from television. If you fancy your chances as a bestseller writer, this is the market you should look at. The "allumer" genres - westerns, crime thrillers and the like - are on the wane.

According to an informed source from within the industry, it's not unknown for new books by established writers to be "balked out" by jiggling with the typography, in order to achieve the necessary girth.

The industry still has its loonier aspect though, with publishers cheerfully churning out many more titles than they can possibly hope to sell. However, the independent bookshop is declining, forced to the wall by hyper-marketing and threatened by the spread of the new "designer" book chains, an area into which WH Smiths, among others, is moving in a big way. And as publisher-distributor-bookstore conglomerates spread their tentacles (Octopus, for example, now owns Bookwise, Heinemann and a large slice of Pan) literature is increasingly being swept with a capital E. According to our source, the accountants are continuing their relentless invasion into the top of the paperback houses. "Publishers have business minds and literary consciences," he says. "At the moment the business minds are in the ascendant."

BOOKS

The highest thing on the mountain

Brian Morton on the importance of Hemingway

Hemingway: A Biography. By Jeffrey Meyers. Macmillan £16.95. 0 333 42126 4.
Along With Youth: Hemingway, The Early Years. By Peter Griffin. Oxford University Press £12.95. 0 19 503680 8.
The Young Hemingway. By Michael Reynolds. Blackwell £14.95. 0 631 14786 1.
The Garden of Eden. By Ernest Hemingway. Scribners \$18.95. 0 684 18693 4.

It is open season now on Ernest Hemingway. Twenty-five years ago, on April 23, he rose early, pushed the barrel of a much-loved Boss shotgun into his mouth and blew his head away. It remains perhaps the most discussed of literary suicides and a psychic trauma for Americans almost on a par with the Kennedy assassination. Ever since, Hemingway has been like some legendary animal - a great white whale, an untrackable leopard, one of his favourite fighting bulls - visible only in myth and in the bracketed space of his very autobiographical books, less seen than heard about, less read than read about, curiously dehumanized.

There are three new biographies in the trophy room, two of them on the less well-known younger man, one full-life and fashionably massive. There is also an American edition of Hemingway's "last" posthumous novel, *The Garden of Eden*, which he began in 1946 and returned to at regular intervals until his death.

In his hunting book *The Green Hills of Africa*, an ironic attempt to see if a true life book could have the power of fiction, Hemingway offered a rare and

much-quoted bit of literary criticism: "All modern American literature comes from one book by Mark Twain called *Huckleberry Finn*." Without Twain, Hemingway is inconceivable. He introduced a vernacular prose to American writing and created some of its most potent myths: the "male" frontier, the ambiguous father, the dominance of the unspoken over the spoken, bravery, loyalty, resistance to received rules; above all, the elevation of creative lying over prosaic "truth".

Peter Griffin shows how the young Hemingway worked just as hard at image-building as the old blusterer he was to become. Returned wounded from the First World War, Ernest transformed his ambulance duties and cigarette distribution on the Italian front into heroic fighting with the crack Alpine regiments. (Meyers points out, "Proust spent more time in the army than Hemingway.") Even so, Oak Park, Chicago was more than willing to welcome back the first American boy wounded "over there" and encouraged his increasingly tall tales. The genteel suburb grew used to the sight of the doctor's son flapping around in Italian cape, Bersaglieri hat and high boots.

The wound was the turning point in Hemingway's life, an early small version of the deaths that were to haunt him. Meyers (previous books include *Disease and the Novel*, *The Wounded Spirit* - about T. E. Lawrence - and *Fever at the Core*) is almost obsessive about Hemingway's many accidents and illnesses but clearly identifies the relation in the author's own mind between courage, physical pain and the act of writing.

Such convictions did not simply arise out of nothing. Griffin and especially

Reynolds offer important new perspectives on Hemingway's childhood. Theodore Roosevelt was the role model, war hero, African hunter, athlete, writer. All America was obsessed with the "strenuous life"; Hemingway merely never outgrew its Boy Scout ethic. Reynolds suggests that Hemingway's wound (as well as being his red badge of courage) helped rationalize relations with his parents. Gross and physical as it was, it restored him to his beloved father the physician (whose suicide he was later to emulate) and kept him distanced from his oppressively mystical, almost Christian Science mother for whom all illness was an illness of spirit only.

The world he sought was the world he experienced out hunting with his father, a world (in his own title) of *Men Without Women*. Huck Finn saw rule and constraint enshrined in petticoats and it is almost impossible - playing the old school essay game "add chapter xxxv to *Emma*" - to imagine Huck grown up and married. If the war took Hemingway out of his Illinois small town, it did little to take the small town out of the adult Hemingway. He was always a circumspet Tom Sawyer rather than an irredeemable Huck Finn. He remained obsessed with convention and propriety, even where the proprieties were of his own making. Hemingway felt obliged to marry any girl he fell in love with. In calling their "daughter" and himself "Papa", he established another complicated link back to his own father.

All three biographers sound one refrain: for each major Hemingway book, a new wife. (Gertrude Stein said that no man who married three girls from St Louis had learned much.) Hemingway wrote best falling in love but was most problematically interesting as a relationship began to end. Behind *The Garden of Eden* is the same Pauline Pfeiffer who appears in Hemingway's most awkward and "experimental" writing: *To Have and Have Not*, *The Green Hills of Africa*, "The Snows of Kilimanjaro". His second wife, she is known to have experienced the strong lesbian urges that lie behind the ménage à trois in *Eden*. In Hemingway's version of the myth the demonic Lilith is restored to her position as Adam's first consort.

Antagonists will be delighted to find hints of homosexuality in the "new" book, the inevitable underside to Papa's aggressive machismo. Hemingway's own hostility disguised a fascination with the subject and he had several homosexual friends, including Gertrude Stein and the bullfighter



Left: study by Karsh of Ottawa; above: Horton Creek, Michigan, 1904

Franklin. (Just to stiffen the point, it's amusing to remember that even misogynistic Huck Finn once dressed and posed as Sarah Mary Williams.)

Apart, though, from the more obvious interests of sexual passivity, hinted perversions, cross-dressing and transience (all done with typical reserve), is the fascinating structure of the book. David Bourne is a writer rather than the usual hunter and *The Garden of Eden* veers (somewhat like *Kilimanjaro*) between present events and the African story David is creating, a world of men and animals, death and the "right thing". A further echo of *The Green Hills of Africa* lies in that David is also simultaneously writing a "true" narrative of his current affair with his bride Catherine and the girl Marita. Hemingway was never bolder in technique or in subject and for all its ineptitudes *The Garden of Eden* is a remarkable hymn to the imagination.

Meyers - who had no access to the MS of *Eden* - successfully punctures the usual assumption that Hemingway was "unpolitical". The man who interviewed Mussolini quickly became a dedicated anti-fascist and a generous supporter of the Spanish left. His notorious "Crook Factory" in the Second World War was little more than a drinking club but the sub-hunting exploits, dramatized in *Islands in the Stream*, were in deadly earnest. The image of Hemingway as politically aloof badly needs revision. A good cause was almost always as compelling for him as a good style.

As a writer he was inimitable and painfully imitable. Griffin (admittedly paraphrasing an unpublished 1928 story and thus almost certainly tongue

in cheek) comes out with this, once Hemingway's trainride to New York: "He liked it between the sheets and the blanket pulled up and it all and the country dark outside and there was a screen across the lamp part of the window and the air was cold." Hemingway was one of the literary diseases of adolescence, the rheumatic fever. It can permanently damage a prose style. The biggest claim of Griffin's book is its wholehearted acceptance of its subject. A last myth receives some blow here too, particularly from Meyers, that the late Hemingway wrote in parody of the pure young Ernest. Hemingway was never essentially a parodist. His own theories of "under pressure", the "under iceberg", "write the truest thing you know" - were psychological, not stylistic demands. Even a late book like *Across the River and into the Trees* almost universally derided, shows a remarkable equality. Meyers suggests that it was attacked because by the 1950s Hemingway was the literary thing on the literary mountain and fair game. But it was also attacked because its premises were not understood; absurd to think that that was ever intended as read. The central inspiration and that much of Hemingway's work is a melodramatic and operatic (Meyers specifically mentioned in the novel full of set pieces, developments and embellishments. It's probably as well to remember that the ship that brought the wounded young war hero back to the United States was the *Greyhound* Verdi.

The demonic urge to discovery

Leaves of the tulip tree. By Juliette Huxley. John Murray £12.95. 0 7195 4288 X.

Against a background of two World Wars and enormous social change, Juliette Huxley's autobiography has a fascinating and at times sad immediacy. Born in Switzerland in 1896 into a relatively poor family, she recalls with notable clarity her restricted Calvinistic childhood, with its simple rural pleasures. All was changed when she was appointed governess in the family of Lady Ottoline Morrell at Garsington, so coming into close contact with the Bloomsbury set. She met the Huxley brothers, Aldous and Julian, marrying the latter after a hectic engagement, and despite fears and reservations, in 1919.

Not surprisingly, as the grandson of the great Professor Thomas Huxley, Julian's passions were ornithology and natural history, in which he could shut himself off to the exclusion of all else, even his new wife. This demonic urge to ceaseless work and discovery was the main cause of much of the couple's marital unhappiness, though not at the outset. A tutorship at Oxford, interrupted by Julian's first nervous breakdown, and his subsequent appointment to the Chair of Zoology at King's College London allowed them full enjoyment of academic life and enabled Julian to collaborate with H.G. Wells in the writing of "The Science of Life".

The first rift came when Julian had an affair in the course of a Colonial Office-organized African trek, and announced that he wanted freedom

from conventional ties. She was Juliette in her turn took a lover, no lasting joy in this, and travelled the Middle East to escape domesticity. Julian's affair ended, and uneasy reconciliation followed, but a troubled period as Secretary at Zoo and yet another serious nervous breakdown, Julian's career reached a peak in 1945 with his appointment as first Director General of UNESCO. Post-war life in Paris brought a new harmony to the marriage, but Julian's story ends with Julian's death in 1975, but her consolation of his was the continuing importance of his work in science, conservation and "the endeavour", and in the self-education of their two scientific sons.

Brace yourselves

South Africa: No Easy Path to Peace. By Graham Leach. Routledge & Kegan Paul £14.95.

"South Africa is on the brink of an explosion. That it will occur is a certain as night follows day." If you think BBC correspondent Graham Leach is talking about the revolution, you're wrong. At the end of his analysis of the South African situation, Leach is in fact referring to the population explosion that will inevitably occur by the 21st century. Yet this is going to be a global problem rather than merely a South African experience - and it is a conclusion which begs the question most people must be asking: What is really going on in South Africa now?

As the images of violence multiply on the world's television screens, more people are searching for the answer to this question, and more and more publishers appear to be rushing out the obligatory books to meet the demand. The difficulty is that no current book is going to provide the sort of calm, measured analysis that is possible when all is history. In the heat of the present crucible, things are changing so swiftly that books may be outdated as soon as they are published.

Perhaps this is why Leach is so unwilling to commit himself: "A political revolution in the country may or may not happen - only a fool would predict." Yet many South Africans have no doubt that they are already living in a state of revolution. In repeating the term "unrest" so favoured by the South African authorities, Leach is merely reinforcing the official line. There are many others who do not hesitate to call the disturbances an insurrection or, like MP Helen Suzman recently, low-key civil war. Such opinions are based on various factors which Leach appears to

have taken too little into account: the no-go "liberated" zones that have been established in certain black townships; the irreversible politicization of black schoolchildren; the effective rule of the young "Comrades", and their organization of funerals as political rallies; or the undoubted strength of black trade unionism.

Instead, he spends a great deal of time on standard subjects such as the white tribes of South Africa, the secret Broederbond organization among Afrikaners, Namibia, and South Africa's relations with neighbouring black Africa and, though these are well covered in the book, there is no denying that Leach is at his best giving eyewitness accounts of events, whether at Crossroads, Sharpeville (second time around) or Uitenhage. This must be his forte on the air, enabling listeners at home almost to smell the tearmoke and the burning rubber of the barricades.

Leach's racy, breathless style is easy to read, but sometimes it betrays hastily assembled facts and it frequently leads him into the trap of sensationalism. Surely, for instance, he can't be serious in suggesting a maid's strike might paralyse South Africa, a joke as out of place as another hackneyed claim: "When the blacks of Soweto start marching on the white suburbs of Johannesburg... we will know the revolution has really started."

This is only one of the many political clichés in the book, let alone clichés of style (look at those sentences quoted at the start of this review). What works on the air, hot from the front line, does not necessarily make a good book. Unless, of course, it isn't a book that is meant to last. So brace yourself for the many that are bound to follow.

Lynne Bryer

Gretna anecdotes

A Domicile's Log. By A. S. Neill. The Hogarth Press £3.95. 0 7012 0644 6.

A. S. Neill is in danger of being forgotten, as "progressive" education recedes before the return of the three Rs. Yet as *The Times* wrote in his obituary: "If children are happier nowadays in school than their elders sometimes were it is in no small measure to this craggy, lovable Scot." *A Domicile's Log* was written in 1914 about his class in Gretna Green and must have terrified the Establishment of the time. Two world wars later and his apothegms still sound new: "The great, they say, begin in the village hall and end in the Albert Hall. The really great would begin and end in the village hall."

"I find it the most difficult thing in the world to be a 'theorist', and an honest man at the same time." On drawing: "I ignore all vases and cubes and ellipses; my model is a school-bag or a clock. The drawing does not matter very much; but I want to see the shadows stand out." "The grimmest, ugliest joke... is this... Covent Garden Opera House stands across the street from the court."

"I think of Russia with all its darkness and cruelty, and I am appalled; a true democracy there will be centuries

in coming." (But, in the same paragraph: "For Germany I do not fear; out of her militarism will surely arise a great democratic nation.")

"A woman risks her life for so that life may come into the world; a soldier risks his life so that death may come into the world."

"What will happen when the cinema and the photograph are made to work together perfectly I do not know..." (This in 1914!)

"It would be a good plan to make teachers forward reports of inspectors' visits to the... Department."

"Paradoxically, I, as a Socialist, believe that the one thing that will save the people is individualism. No democracy can control a stupid teacher or a stupid judge."

"A man's mother is his misfortune: his wife is his fault." (Actually, Begebot - but it's close to Neill on page 156.)

He was, as Hugh D. MacKenzie's introduction points out, half a century ahead in his advocacy of the abolition of corporal punishment. He was also capable of some silliness and at times his Gretna Green anecdotes have the whiff of greenpaste, but I doubt if there's a teacher anywhere who could not benefit from this book. "Teaching depends on logic (but) spelling throws logic to the winds." He says: "Any way, dictionaries are cheap."

Barry Cole

Gold train

Handbook of Library Training Practice. Edited by Ray Prytherch. Gower £35. 0 566 035433 X.

There is gold in this substantial book, but rocky wastes between the seams. Its purpose is praiseworthy - to encourage library training programmes by recording current good practice. The 13 chapters cover general as well as specialized skills, and are written by a mix of lecturers and practising librarians. The actual training documents, drawn from many sources, are the gold. These case studies, notes, role-play scripts and practical exercises do provide, as the editor hopes, "raw material that readers can re-cast".

Readers of Jonathan Croll's appreciation of the work of Dora Russell (*TES* June 13) may like to know that the memorial meeting he mentioned will be held at the Conway Hall, Red Lion Square, London WC1 on Tuesday July 8 at 7.30. Speakers will include Michael Duane, Sheila Rowbottom, Fanny Brockway and Madeleine Sims, talking about Dora Russell's contribution to progressive education, the feminist and socialist movements, sexual politics, civil liberties and peace campaigning.

Peggy Heeks

BOOKS

Apartheid in practice



Smuts: The Conscience of a South Africa. By Kenneth Ingham. Weidenfeld & Nicholson £14.95. 0 297 78844 2.

The Apartheid Handbook. A Guide to South Africa's Everyday Racial Politics. By Roger Omond. Penguin £3.95. 0 14 022749 0.

Kenneth's Ingham's political biography of Jan Christian Smuts reveals the story of a deeply complex man living through, and being instrumental in, an era of immense political, social and economic change. As a leading political light in South Africa and international affairs for over 50 years, Smuts commanded enviable affection and respect both from those he governed and from those he advised.

While extremely interested in science, and particularly botany, he derived great moral and emotional support from his wife and family. But it was in the affairs of state that most of his energy was directed. As early as 1892, when he was an undergraduate at Cambridge he wrote, "the race struggle is destined to assume a magnitude on the African continent such as the world has never seen and the imagination shrinks from contemplating."

Nevertheless, though Smuts was to give a great deal of attention to the racial problems of his country over the next half century, Ingham argues that, "Smuts never seriously attempted to analyse the facts of the situation. For him there must be no suggestion of integration. Africans and Europeans must be forever separate."

Despite this, Smuts was concerned to observe the standards of the Christian code in which he believed, and strove to remove the colour bar, "so that natives can sit in Parliament and represent their own people". At the

"People have strange notions about Africa... they call it the Dark Continent - obscure, timeless and savage." Apartheid: A Graphic Guide by Donald Woods (illustrated by Mike Bostock) traces the origins, development and effects of the political system in South Africa (Camden Press £4.95).

same time he is insistent that both black and white should preserve their own cultures separately. Towards the end of his life he could look back on an international career during which he spent many years in England and was greatly involved with the League of Nations and peace negotiations after the War, throughout Europe and the US. He was made Chancellor of his old university Cambridge, in 1948, and died two years later, the last South African Prime Minister to be warmly loved both at home and abroad.

Hilary Tagg

International Reading Association

ELEVENTH WORLD CONGRESS ON READING

University of London
July 28-31, 1986

This year, for the first time, the International Reading Association is holding the World Congress on Reading in Britain. The United Kingdom Reading Association is honoured to host what is popularly known as the 'Olympics of Reading', and plans are made to welcome 500 day registrants and 2000 residential delegates from many countries.

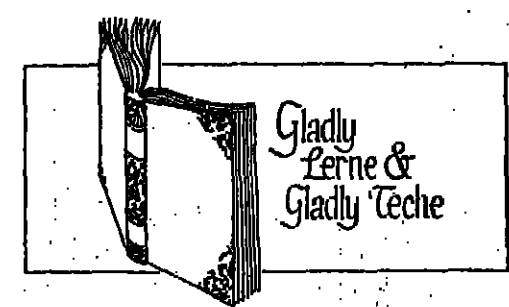
The comprehensive programme of professional meetings on topics of world-wide concern includes a special series organised by the United Kingdom Reading Association. The theme of the UKRA series is 'Teachers and Parents Together', and the proceedings will be published by Macmillan Education.

Other UKRA contributions of topical interest include a Precongress Institute on 28 July called 'Challenge and Opportunity for Literacy in the English Medium, Multilingual School', and the associated Congress Display of teacher-made materials called 'Teachers at Work in the Multilingual School'. There will also be a

large, Educational Publishers' Exhibition at which delegates may purchase books and other materials.

One of the optimal social events is the Book and Author Luncheon on 31 July. This is of special educational significance insofar as a number of young children, accompanied by their parents, will be among the main guests. All of them will have taken part in 'A Celebration of Children's Writing', an event sponsored in the UKRA regions by Macmillan Publishers. Moreover, their stories and/or poems will have been selected by a team of national judges for inclusion in a book to be published by the International Reading Association in time for its release at the luncheon.

All British delegates to the Congress must be members of the United Kingdom Reading Association, and some Local Education Authorities have already agreed to sponsor at least one member. Meanwhile, applications to join the United Kingdom Reading Association and to attend the Eleventh World Congress of Reading may be obtained from:



The Administrative Secretary
United Kingdom Reading Association
c/o Edge Hill College
Ormskirk
Lancashire L39 4QP
Telephone: Ormskirk (0695) 77505

TOWARDS BETTER MANAGEMENT OF SECONDARY EDUCATION

This hard-hitting and controversial Audit Commission Report looks at the state of resource management in secondary education rather than education policy, and makes a number of recommendations for major changes. It argues that falling school rolls present an important and unrepeatable opportunity to redirect investment over the next three to five years, and advocates changing the political and financial machinery by which decisions on school capacity are made to allow for the closure of 1000 secondary schools. ISBN 0 11 701294 7 84 pages Paperback £5.80

BETTER SCHOOLS Evaluation and appraisal Conference proceedings

The White Paper, *Better Schools*, called for action to improve standards of education in our schools. A follow up Conference was held in Birmingham in November 1985 - these Conference Proceedings make available to a wider audience the five presentations which were held. Subjects covered were: the school's task and the teacher's task; assessment techniques and approaches; the role and responsibility of the school; the role and responsibility of the local education authority; and the role and responsibility of the Secretary of State. ISBN 0 11 705986 3 200 pages Paperback £8.50

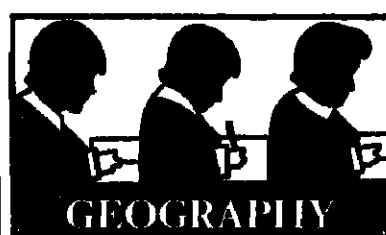
REVIEW OF VOCATIONAL QUALIFICATIONS IN ENGLAND AND WALES A Report by the Working Group, April 1986

The joint Manpower Services Commission/Department of Education and Science working group was set up by the government to recommend a new structure of vocational training more relevant to the needs of workers and employers. This report is the result - it recommends the setting up of a new, permanent National Council for Vocational Qualifications to produce a framework of qualifications, ensure progress and safeguard quality. ISBN 0 11 705901 1 68 pages Paperback £2.85



BOOKS IN CLASS

World's apart



The Young Geographer Investigates. By Terry Jennings. Deserts 0 1917071 / 917077 0; Mountains 917072 X / 917078 9; Rivers 917073 8 / 917079 7; Tropical Forests 917074 4 / 917080 0; Polar Regions 917075 4 / 917081 9; Temperate Forests 917076 2 / 917082 7. Oxford University Press £2.50 and £4.95 each.

This attractive series draws on a wide range of source material for the excellent photographs, which have been skilfully supplemented by specially drawn pictures. Each book consists of 48 full-colour pages and adopts a systematic approach. First there is a basic, general section which in *Rivers* looks at water: rivers and towns and villages; using water; the water cycle; the sources of rivers; the life of a river; waterfalls; mature rivers; old age; estuaries; underground rivers; glaciers; drinking water; pollution; power from rivers. This is followed by an activity section divided into Do you remember? Things to do and Things to find out. The sample of case studies on the Rhine, Thames, Amazon, Colorado, Nile, Yangtze and Murray that follow are well-selected to represent diverse world environments. In some books

attention is given to such issues as Fragile Mountains and Disappearing Forests. Each book concludes with an activity section, glossary and index. The uniform format of about 250 words per topic per page plus illustrations, allows for 30 topics to be covered, with plenty of room left for activities. The simple text and vocabulary is suitable for eight to nine-year-olds and the author sustains this direct approach well except perhaps in the activity sections where expressions sometimes become a little more complex. He also overdoes the use of "pieces" in an effort to simplify countless expressions: "pieces of rock", "pieces of land", "big pieces of the Tropical forest" etc.

Although there is nothing new in the concepts (indeed, in some ways the content is old fashioned), the layout and vocabulary give the books a fresh appearance, and the excellent scientific-style of projects suggested is commendable. Minor criticisms include the fact that in *Temperate Forests* the artist seems to have mixed up deciduous and evergreen trees in one illustration, and there is some confusion over why deserts are formed on pages 13/14 of *Deserts*. Also the books directly overlap in some parts, though this may not be a disadvantage.

There are certainly some unusual items of information: did you know that the Russians made tyres from dandelion latex in the war? That the only remaining wild herds of bison roam the forests of the Russian-Polish borders? That a camel can drink 115 litres of water in a few minutes or that the best honey comes from bees feeding on the Australian Karri tree?

Bryan Waites



An illustration from Polar Regions

CHILDREN'S LITERATURE

Gymnast Gilly - The Novice. By Peter Aykroyd. Grafton £4.95. 0 246 1281 0. **Cricket for the Crocodile.** By David Bond. Julia MacRae Books £2.95. 0 8029 257 1. **Starbiker.** By Jeremy Strong. A & C Black £3.95. 0 7136 2782 1. **One Kick.** By Michael Hardcastle. Faber £6.95. 0 571 13775 X.

Anyone who works with children knows how appallingly unfit they are. Fourteen stone teachers with legs concealed in their hands leave the behind on the running track, as caretakers on foot easily catch and apprehend young trespassers on the track. The problem is that we have a generation who, aided and abetted by the media, have come to equate posture, clothing and equipment with performance. You can only play football a morning break if you wear a thirty yard strip, and cycling to school means puffing along at 10 miles an hour on a three hundred pound machine. Not, of course, that the phenomenon of attempting to achieve efficiency through the purchase of sophisticated kit is limited to the world of children.

Part of the posing is a fondness for reading about sport, and there is always a steady flow of spurious books for children. Peter Aykroyd's *Gymnast Gilly* series combines good stories with lots of detailed and well-researched gymnastic background. In this one, Gilly joins a local gym club and is soon involved in a mystery surrounding the new clubroom, converted from an old industrial building. There is vandalism and violence, together with detective work, as taken identities and a satisfactory denouement. The story is half routine, and the dialogue quite stiff, but there is plenty going on, and a club and competitive gym detail will satisfy and interest a lot of young readers. The book is suitable for the upper age groups of the junior school.

Cricket for the Crocodile is a book of bird book, suitable for the younger readers. It is a lovely and original tale of a cricket match played in India near a creek inhabited by a crocodile. The authors have chosen to direct their studies round the rather less-than-inspiring groupings beloved of the geomorphologist. Thus there are chapters on igneous, sedimentary, glaciated, river and coastal landscapes plus sections on nature conservation and planning for recreation.

Some of this is fairly straightforward physical geography, such as the detail devoted to the characteristics of glaciated landscapes. Other material on the social changes in the countryside sometimes lacks balance and considered judgement. In the context of rural Northumberland, the authors even claim "that between 25 per cent and 33 per cent of country people suffer an isolation unprecedented since the age of the stage coach". Presumably the telephone, radio, television set, mail order catalogue, postman, travelling library and motorized tradesman (both still functioning to my certain knowledge in one Northumberland village) do not count.

Philip Sauvain

The global view

World Resources, 1986. An assessment of the Resource Base that Supports the Global Economy. A report by World Resources Institute and The International Institute for Environment and Development. Basic Books £22.95. 0 465 09234 9; £11.95 0 465 09235 7.

This book cost \$300,000 US Dollars to produce. Depending on how you look at it, that is either a great deal of money, or very little. It is little enough set beside the \$100 billion the developing countries receive in aid of one sort or another. It isn't even very much compared with the \$10 million the average World Bank project costs.

Yet I suspect that the men and women - those canny, patient entrepreneurs, enablers and campaigners in

the poor world - who will make the world a pleasant place to live in probably won't read it, and won't need to. I hope some of the free copies that are being sent to poor-worlders too poor to buy it will be read; but many of them will feel their own problems are too pressing and intractable to make an agreeable background to reading about distant conundrums, often being made by far richer types. None the less, it is a valuable summary of global ecological life and statistics. It is comprehensive enough to be a major sourcebook, and detailed enough in the selected issues it focuses on to be satisfyingly definitive. Because it will be an annual production, it will reflect current concerns, and build into an encyclopedia.

It does, as intended, supplement the economic view taken by the excellent

World Development Reports of the World Bank (published here by the Oxford University Press), with an overtly ecological view.

But we still need, more than anything, an account of the ways that are being found, and the mistakes being made, in the business of making peasants richer. The poor of the world will live with greater ecological soundness, and with smaller families, when they are less poor. I hope someone will soon divvy up half a million for a report on enterprise in the Third World.

Richard North

Further articles on Environmental Studies, pages 27-32

Television

Bad meat

Advocates of "the vegetable system of diet" (like Shelley, who wrote a pamphlet with that title in 1813) thought that if we gave up eating meat, we would lose our aggression, becoming more like the ruminants of the forest than the predators of the jungle. Sadly, it seems they were wrong. "The sooner that he is killed, the better," was the verdict of Tim Daley, animal rights activist, on a scientist doing research into epilepsy whose car was bombed by the Animal Liberation Front. Daley, according to *Brass Tacks* (BBC2, June 19) thinks there is no difference between putting animals in cages and putting people in Auschwitz. His kind of conviction goes deeper than argument and does not seem to use it. *Brass Tacks* was content to point the contradiction between showing humanity towards animals, and violence towards humanity, ALF literature providing more evidence of the latter.

The ALF's milder supporters hold views that would be dismissed as decidedly cranky by most people, so it seemed unnecessary for the BBC to cut part of the programme a few days before transmission, in order to prevent giving a platform to those engaged in criminal activities. Meanwhile TV Eye (ITV, June 19) offered a good example of a conscientiously "fair" documentary, in its report on the divorce referendum in Ireland. In a half-hour programme it gave almost precisely 6/4 minutes each of air time to speakers for and against and managed to find a newly-married couple neatly divided in their views (good for balance, ominous for the marriage).

Witnesses were subjected to investigative questioning and challenging questioning, in more or less equal proportions, and there were opinions from "experts" (churchmen, politicians, lawyers) and "ordinary people" on both sides. The talk was interspersed with footage to give atmosphere and the whole was edited into a fluent and balanced package surveying the arguments and implications. It was the sort of routine television documentary we have to take for granted.

Less happily, we also take for granted the limitations on access to information. Channel Four News (June 20) did a worthy and educational item on Britain's prehistoric BEC. At one point, we saw a lot of sitting around a table, at what could have been the board of a large industrial firm. But this was the public sector. "A meeting never before filmed," the commentator said, awed to listen round-eyed to a reading of the book, and will undoubtedly enjoy themselves, redolent as it is with good-humoured feel of Indian village life.

Starbiker takes equipment to the furthest limits by giving Dandy, the hero, a BMX bike which is self-propelled and has a built-in engine. The authors have chosen to direct their studies round the rather less-than-inspiring groupings beloved of the geomorphologist. Thus there are chapters on igneous, sedimentary, glaciated, river and coastal landscapes plus sections on nature conservation and planning for recreation.

Some of this is fairly straightforward physical geography, such as the detail devoted to the characteristics of glaciated landscapes. Other material on the social changes in the countryside sometimes lacks balance and considered judgement. In the context of rural Northumberland, the authors even claim "that between 25 per cent and 33 per cent of country people suffer an isolation unprecedented since the age of the stage coach". Presumably the telephone, radio, television set, mail order catalogue, postman, travelling library and motorized tradesman (both still functioning to my certain knowledge in one Northumberland village) do not count.

Michael Hardcastle's book is set against the background of Junior Seaside league football, about which, for my money, the least said is the soonest confessed to having found the better descriptions of "hard" games and of the very depressing.

The another, needless to say, makes the point that cheating is self-defeating - anything else would be unkindly - but I am still not at all sure.

Robin Buss

ARTS



Krumle, Sandra Lissenden; Albert, Gerard O'Beirne; Lady Bliffls, Halyna Dytyniak

Songs of experience

Albert Herring
The Britten-Pears School of Advanced Musical Studies, The Maltings, Snape, June 18.

One centre of excellence seemingly beyond controversy is the Britten-Pears School of Advanced Musical Studies at Snape, Suffolk. More than a summer school (it is open from March to October) and not exactly a conservatoire (it runs only short courses and has no full time students), it may accept as few as 11 applicants per course from the 250 who audition each year.

Administrator John Owen describes the school as offering a "polishing" service to young professional or would-be professional singers. "Numbers have to be restricted if we are going to maintain our aim of giving the best possible training to the exceptionally talented."

The school was co-founded by Benjamin Britten, Peter Pears and Eric Crozier in 1972. It is virtually the only institution in the world where singers can make an intensive study of a particular composer or specialize in one aspect of the repertoire under teachers of international repute. This year there have been courses on French and German song, and a Bach course - the last to be tutored by Sir Peter Pears before his death.

"The courses we run reflect demand," says John Owen. "For *Cost Fan* in August we have had to choose two out of 65 applicants for the role of Despatch." Regular tutors include Elisabeth Schwarzkopf, Hans Hotter and Galina Vishnevskaya. Like the founders of the school, all are committed to the education of young performers and

many teach at this school and at no other.

The fees are around £250 for a six-week course. A cheaper alternative is to attend the master classes as an observer (cost £3). Like all specialist schools, the Britten-Pears School has problems with funding. The greater part of its income comes from the Britten Estate and private trusts but it does not see raising fees or increasing numbers as a viable way to meet increased running costs.

The opera courses are among the most popular as opera is likely to offer better employment prospects than concert work for a singer. The school's operatic contribution to the Aldeburgh Festival is now so highly regarded that singers who have participated are frequently in demand from professional companies like Glyndebourne and Kent Opera. "The performance isn't the be all and end all," stresses John Owen, talking about the six weeks of preparatory work leading up to the performance of Britten's *Albert Herring* at the year's Aldeburgh Festival.

Albert Herring is an ideal opera for young singers; it has a dozen good solo roles and no large chorus is needed. The cast I saw (the opera was performed by two different groups) drew all the gentle humour from the Suffolk characters but never descended into farce. All displayed that particular quality, freshness and enthusiasm rarely found among established performers.

Britten's score - now witty, now lyrical and romantic - was brought to life by Stephen Westrop and the Britten-Pears Orchestra. The latter, drawn from a pool of talented young instrumentalists, convenes at Snape six

times a year to work under a leading conductor.

Suzanne Vanstone (Florence in the production) was grateful for the chance to study the opera in the rural surroundings that inspired so much of Britten's music. Others mentioned the companionship they had found on the course and the experience of working with producer Basil Coleman who had encouraged them to put forward their own ideas on interpretation.

A key figure in the school's activities is Nancy Evans, co-director of singing studies with Heather Harper, who has replaced Sir Peter Pears. Her particular affinity with the role of Nancy in *Albert Herring* - the part was specially written for her - has been a source of inspiration to those who have worked with her. Although she sang the role 47 times in the year of the first performance (1947) she never allows set ideas on how she sees the character to get in the way of a student's interpretation. "But", she says, "I think I know what the composer would have wanted."

Above all she feels it is important to keep alive the tradition of Britten and Pears by maintaining the School's association with singers who worked with them. "If experience can be passed on there will be no abrupt end".

Philippa Davidson

For information about courses and dates of auditions contact the Britten-Pears School of Advanced Musical Studies, High Street, Aldeburgh, Suffolk IP15 5AX. (Occasionally pupils of school age will be considered for the orchestra.) A film of the work of the School will be shown on Granada television next year.

Baby blues

Fallen
Arc Theatre

"You're fallen the minute you're born. Satan's got you by the ankle," says Joanne Hayes ageing aunt in this play about the Kerry Babies case. The concept of original sin pervades the play like the smell of rotting flesh. In fact we open with Joanne (or rather her fictional stage persona, the more Irish sounding Siobhán) burying the pork she can't eat because it comes from a favourite pig - a macabre precursor of the story of the burial of her second baby.

Joanne Hayes was accused of killing

her baby - then accused of double infanticide. The Irish police alleged that she had given birth to twins, conceived by two different men. *Fallen* is a bitter exonerator for her. It's played as a monologue by an extraordinary performance by Carole Pluckrose - and tells the story of the innocent, wilful and ultimately fairly stupid Joanne Hayes. Why, after openly having a first illegitimate baby, did Joanne try to hide the second pregnancy? The play's answer in Joanne's or rather Siobhán's own words is that "We all make mistakes, but two mistakes, that's not stupid, that's bad". It looks very much as though writer Polly Teale wants her heroine to understand the idea of original sin and let us know she understands it. A slight case of over-interpretation, perhaps.

All the same, it's a disturbing and at times horrifying piece, cataloguing

the souring relationship between Joanne and her married lover with bitterness occasionally spiced with bitter humour. But what the play can't do, for all its thorough research and imaginative fictional embellishment, is show us the process of interrogation and the way in which the Irish police arrived at the ridiculous and unbelievable allegation of two murders. Taped voices of Joanne's prosecutors aren't enough. If the play is to be about original sin, it's got to be about the original sin of a society which conspires to make the discovery of abandoned infant corpses a disturbingly regular occurrence.

Nick Baker

Fallen can be seen at this year's Edinburgh Festival, and can be booked for showing to sixth forms and colleges. Telephone 01-584 1747 for details.

Radio

Island bond

When the media turn their attention to things Caribbean, all too often we are treated only to "jump-up" images of street calypso singers and festivals - or alternatively to pictures of poverty juxtaposed with the tourist's postcard view. Radio 4's current Caribbean Focus (Wednesdays, 7.45pm) attempts to get "beyond the beaches, the folklore, the carnivals, even the cricket".

The series also sets out to show some of the social changes now underway and to present a positive portrayal of island life. The first programme, *After Sugar - What?*, therefore dealt very rapidly with the decline of the sugar trade and reporter Juliet Alexander was soon leading her interviewees into telling us how there is a need to develop industrial and chemical uses for the sugar and to grow new winter vegetable crops for the American market. We also heard how young people have rejected the image of patched-up clothes, straw hats and donkey so long associated with agricultural workers and turned to office jobs. Now there is a need to attract them back to agriculture as agronomists, computer operators and engineers.

We also heard of the success and potential of Jamaica's freport as a springboard for Far Eastern exporters to American markets; of Trinidad's natural gas industry, worked by Trinidadians, and of the ventures of smaller islands such as Antigua's sea island cotton business. In parenthesis and with no clear indication as to whether it was a problem or solution, we heard briefly of Jamaica's illegal marijuana crop. Although production figures do not appear in Bank of Jamaica accounts, one official suggested they might amount to half a billion US dollars more than those of the island's bauxite industry or of its sugar and banana production combined.

Last Wednesday the series turned its attention to the University of the West Indies. Funded by twelve countries, it has campuses on three islands. The sites are, however, connected by satellite and there are also facilities for intensive study by satellite for students on the smaller islands. Students seem happy to accept the concept of "bonding". That is, they are financed by their home island and, by way of repayment, they agree to return to that island for a period - rather than joining any enticing brain drain.

Next week's programme focuses on something more traditional: St Lucia's Battle of the Flowers. It is not simply an anthology of folk music but a look at an island whose official language is English yet whose music is based on the ancient French creole tradition - reflecting the fact that the island has changed hands between the French and English 14 times. The fourth and final programme features the poetry of Edward Kaman Brathwaite, now professor of history in UWI on Jamaica.

Joan Griffiths' production is agreeably uncluttered and the content speaks for itself. Spectacularly cluttered is a series of travelogues from Belfast's Downtown Radio. When Irish Eyes Are Smiling. In the style of some ancient cinema programme-filler, they drown the listener in Irish whimsy and avoid no stereotype. What makes them remarkable is the awfulness of the presenter. In a refined young English voice, she burlesques the crowds at the Ballycastle Lammis Fair: "It's a jolly good job I got here early. Let's go off and see if we can get a bargain or two." "A man's been stopped in her tracks." "A man, I've never heard of meat teas. Tell me about meat teas." Answer? They are ham, salad and tea. With either wicked cruelty or a Freudian slip, the ILR cassette of the programme sent for review was labelled "When English Eyes Are Smiling".

David Self



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ARTS



Gina Levete with local artists and staff in New Delhi

Ideas and independence

Jonathan Croall on the work of Interlink

"When I started Interlink people said, 'Isn't this a pretty luxurious idea for countries with such poverty or health care problems?' But that's really a Western concept. We truly never met any resistance, not once."

Gina Levete's particular idea was to set up an organization which could act as a catalyst in providing creative opportunities through the arts for disadvantaged and disabled people. A dancer herself, and the originator of Shape, she and her tiny London-based Interlink team have helped to set up an impressive range of local independent projects in countries such as India, Sri Lanka, Mexico, Colombia, New Zealand, France, Poland and Zimbabwe.

With so many valuable projects now flourishing overseas as a result of Interlink's work during the last four years, it seems astonishing, not to say scandalous, that as from the end of June this pioneering organization will effectively cease to exist. While money for the overseas projects is available, as it always has been, no statutory British arts body is prepared to come up with the relatively small amount of money needed to keep the administrative base going.

"It's no good whining," says Gina Levete, "but I do think it's typical of the incredibly insular attitude in this country towards anything that isn't just to do with us. We've never had any money from the Arts Council, the GLC or Greater London Arts. It's always been from foundations such as

Guthrie and Leverhulme, who have been fantastic."

Working closely with government agencies and voluntary organizations in the countries concerned, Interlink has focused on the needs of the elderly, the ill, the poor and the handicapped. Several of the projects have involved children and young people, some living in abject poverty. The usual format is an initial visit which enables the need to be identified and a provisional structure for a project laid down. Gina Levete and other artists paid by Interlink normally run workshops to show the potential, and then leave the people on the ground to develop the ideas for their own circumstances.

"It needs very little money, since the resources are people," she says. "I think that's why they all picked it up so quickly. They see that it's relatively cheap, and they've got many creative people who don't have enough to do. It's a question of starting small, with all these caring people they soon start to spread the ideas about."

While much of the work is in Third World countries, this is not always the case. A recent visit to Poland illustrates the way Interlink operates. The country had few creative opportunities for disabled students; it also had no arts programmes within hospitals. Last year, at the invitation of a Warsaw community arts group, Gina Levete and a visual artist, David Patten, ran workshops at a number of venues, schools for physically and mentally

handicapped children, a closed prison for young offenders, an institution for those recovering from mental illness.

A group of teachers and psychologists from all over Poland followed them round, and as a result several training and other developments have been set in motion. "Arts and disability hadn't really been discussed," Gina Levete recalls, "but with a highly motivated population looking for ideas, it was simply a matter of demonstrating, and the enthusiasm of this little band of people carried it on."

True to its name, Interlink has also become the centre of an international information network on arts projects for the disadvantaged through its magazine *Positif*. This, too, will now come to a halt, though Gina Levete's last task for Interlink is to give this valuable data some permanence. She intends to put together "an advisory service in print", a practical handbook showing how to set up arts projects of this kind, with details of who does what and where.

A valuable publication no doubt, but no substitute for a living organization so widely welcomed abroad, yet so shamefully neglected here by arts funding bodies.

Gina Levete's book *No Handicap to Dance* is published by Souvenir Press, Interlink is at 142 Strand, London WC2R 1HH. Tel: 240 8578.

One-day wonder

Magical Powers for 24 Hours. The London Bubble Theatre.

How do you tell the Faustian story to an audience of six-year-olds? The London Bubble Theatre have pretty much the right idea in their young children's show *Magical Powers for 24 Hours*. Eschewing everything Marlowian (except perhaps the poetry, for what Ben Jonson called Marlowe's mighty line) has been replaced by some exorcising doggerel (it is firmly set under the elevated sections of the Westway in London's White City).

There, Mephisto sets a trap - being, as he says, "a clever chap" - for two young girls, Jacki and Tag. All he wants is a prick of their blood to assuage his master, Lord Nick d'Evil. In return, they get those magical powers for 24 hours. Jacki finally succumbs and has a whole of a time running teachers into mice, Westway into lice and the Thames into syrup before her day is up. Then it is time for

the whole audience to come to her aid and set a trap which literally ensnares the monstrous Lord d'Evil.

Were this all, the show would be even more successful than it is. But for some reason author Tony Coull has broken up the action with a couple of clowns who arrive with monotonous regularity every time things start to get exciting. Their slapstick isn't very funny, and frankly bored a good half of the audience with whom I watched the show.

Maybe, however, it will get better as they learn to relate to very young children. That they will have every chance to do, for the London Bubble's fifteenth season will be keeping them fully employed until the middle of August.

As well as *Magical Powers*, this year the company is taking a new south London version of Willy Russell's musical *Blood Brothers*, Dario Fo's *Can't Pay? Won't Pay!* and a late-night cabaret show to parks and recreation grounds around the capital. For the rest of this month they can be found in Downham and Bermondsey. Thereafter the bright orange tent-theatre will visit Sutton, Hounslow, Ealing and Thamesmead. Dates, performance times and further details from 01-237 4434.

Hugh David

Unhappy families

Paradise Taking Steps Theatre Company, Shemley Court School, Birmingham
The Apple Club
Big Drum TIE Company, Handsworth
Wood Girls School, Birmingham

Both these productions are aimed at third and fourth year senior pupils. In *Paradise*, 14-year-old Melanie, the product of a mixed marriage between a Jamaican father (who has returned to Jamaica) and an English mother, is faced with two further upheavals in her young life: a move from her old home in a council rehousing, redevelopment scheme and the imminent marriage of her mother to a blonde, loquacious Welshman.

Disturbed and unhappy, she finds comfort in long conversations with Edward, a young friendly ghost, who has haunted "No 2 Paradise Villas" since he committed suicide in the Twenties when he and his mother were being evicted by the bailiffs. Their conversations and readings from each other's diaries cover a wide range of socio-historical topics.

Gerry, in *The Apple Club*, is another disaffected 14-year-old, whose mother has taken off to Australia. He lives with his father and older sister, (a successful athlete) and his emotional life revolves around her worship for one of the young men at the Apple Club Youth and Community Centre. Tod is a shallow, loud-mouthed

passeur, (an excellent, ebullient performer by Peter Wynne-Williams), whose talk of being a "roadie" for various pop groups impresses Gerry, as does his smoking. Gerry is soon upring his hero, to the consternation of his sister and Finn, the youth club leader, herself an ex-athlete and now heavy smoker.

Originally commissioned by the West Midlands Regional Health Authority four years ago, and now revived and updated at their request, *The Apple Club*, a company devised by Apple, has the potential for being the didactic of the two pieces yet turns out to be the more entertaining. Its serious points appearing to arise naturally of character and situation. Jan Page's script for *Paradise* has too much in formation and advisory-style dialogue pasted onto the characters so that the play too often becomes a scene of talking heads, though her ability to write dramatically shines out in the all-too-brief, triangular conversation between Melanie, her mother and the ghost her mother can't see.

The discussions which followed each performance demonstrated the value of limiting the audience to small groups: 200 pupils from Shemley Court's Lower School couldn't discuss the issues in anything like the detail and depth the Handsworth girls produced, who each year watched the production in groups of 40 or so.

Ann FitzGerald



"Self Portrait with Doll"

OK corral

Oskar Kokoschka 1886-1980. Tate Gallery until August 10.

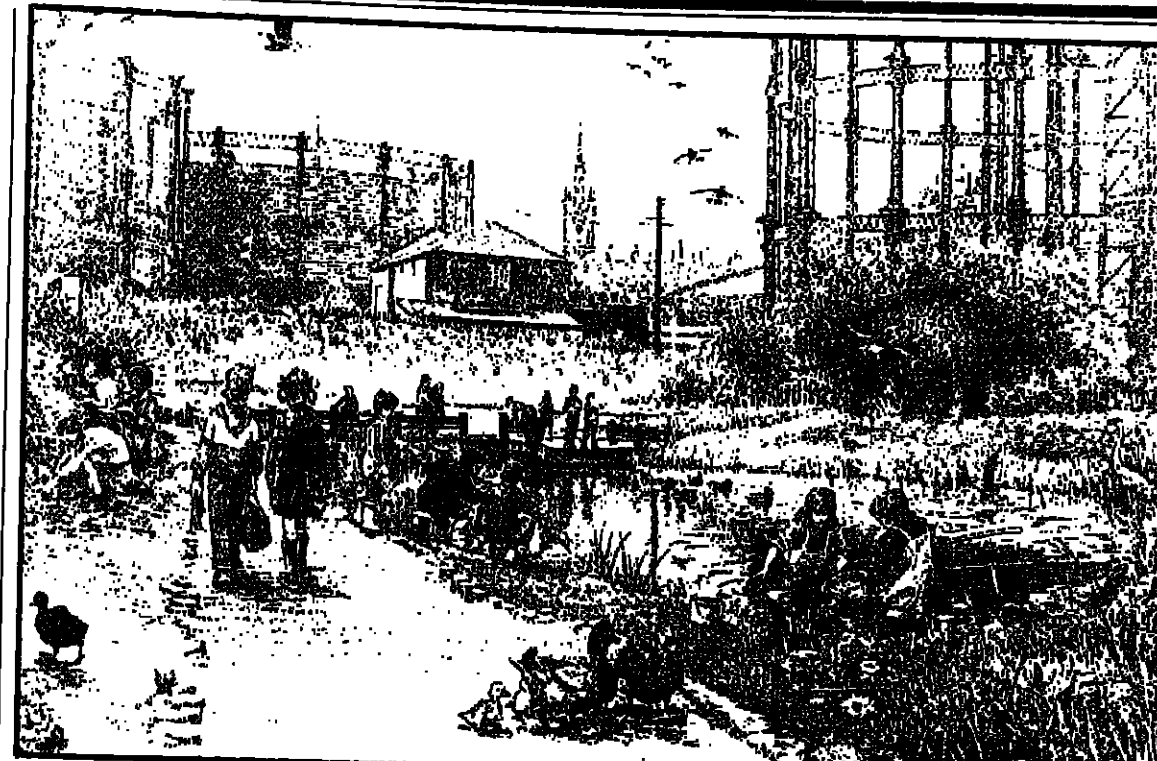
A protégé of the architect and critic Adolf Loos, Kokoschka rapidly became the epitome of hysterical, *fin de siècle* Vienna with portraits like those of Lotte Franzos, Victoria and Joseph de Montequilou-Fezensac in which an almost X-ray graphic technique reveals a collective, nervous disorder. Biographical interest began with his terse, Expressionist dramas and his passionate affair with Alma Mahler. This ended with the First World War, military service, a bayonet in the chest and a bullet in the head, after which "crazy Kokoschka" lived in Dresden with a very faithful wax model of his beloved.

It is precisely at this point that Oskar, the enfant terrible, became the shrewd manipulator of his own career. He arrived in England in 1938 and soon had men like Kenneth Clark and John Rothenstein taking care of his interests. His paintings, however, had already become repetitious; a crackle-jack technique distracting attention

Art College diploma shows, annually shown in June and July, are valued principally by other students and those with a vested interest in securing an employable talent. They are a showcase for the expertise and professional competence of the young. The shows are open to no other country offers as a training for young talent. The shows are open to the general public. Any school leaver considering a career in art should visit their nearest college where they will see for themselves what commitment, resources, and training can achieve. They will also be able to view the craftwork in which they may eventually decide to specialize. For details telephone the colleges now.

Betty Tadmor

ENVIRONMENTAL EDUCATION



A wildlife refuge in the middle of London's drab King's Cross, the Camley Street Natural Park has a visitor centre, a classroom and a teacher who works with local school children. The site is managed by the London Wildlife Trust.

Taking on the pilot

Graham Hawkins outlines a new GCSE course

would be appropriate to develop the syllabus with a view to it being accepted for an examination in 1988 under the new common system. During 1985 I proposed that the syllabus should be submitted for joint CSE and GCE O level certification in 1987 so that it could be offered as a strand of the common curriculum being implemented at Dartmouth Community College in Devon in 1985. The proposal was accepted and the necessary approval was secured for "Environment" to become a pilot GCSE with joint certification.

The problem with any syllabus that includes in its title the word "environment" is that it is often perceived as being "just" geography with some biology thrown in. But "Environment" is far from this. Certainly it has its emphasis on people and places and the way in which the two interact from a local to a global level in the past, present and future. But it is not just a new selection of "content" to be taught in a more or less traditional way. It is

designed to acquaint students with a range of environmental learning processes which draws on every discipline and embraces each of the nine "areas of experience" proposed by HMI in a truly integrated way.

The environmental learning processes central to "Environment":

"Stimulate the development in students of a heightened awareness and sensitivity to a variety of environments through direct experience."

"Encourage an affective response to environment and the communication of that response to others through a variety of media."

"Lead students to select the knowledge required to come to a fuller understanding of environmental issues."

"Develop in students a feeling of personal concern and responsibility for the environment."

"Provide students with the necessary critical skills and awareness of decision making processes to be able to partici-

pate effectively in those processes.

"Environment" is very much about personal experience, group behaviour, the use and management of the environment and ultimately about the ownership and politics of the environment. These central themes have presented a challenge to the syllabus planners to find suitable assessment techniques. The assessment pattern of the current pilot comprises 30 per cent written examination and 70 per cent coursework. It is also proposed that there should be an accompanying student profile. The written examination has two compulsory questions, one based on a small to medium scale study from Britain, the other on a large scale study outside Britain dealing with macro-regional or global issues. The coursework element is made up as follows:

20 per cent: A descriptive/expressive study of a place.
25 per cent: An investigation into and

evaluation of a local environmental issue.
25 per cent: A project on environmental change.

Clearly the successful implementation of the "Environment" course depends on overcoming the practical constraints of curriculum design and timetabling. At Dartmouth we have adopted a 100 per cent common curriculum with ten interrelated strands of which one is "Environment". The timetable has a cycle of ten days and each day has three 90-minute modules, two before lunch and one after. The timetable is blocked so that the year group is always studying within the same curricular strand at the same time.

The implication of this for "Environment" is that a stable team of teachers from a wide variety of subject backgrounds can operate together with a whole year group and can pick up the optimum pattern of modules. This year we have chosen one morning (two modules) and a half morning (one module) per fortnight, although it would have been possible to allocate a whole day (three modules). The clear advantage of this arrangement is that the outdoor work can be organized efficiently and effectively on a regular basis and with no disruption to other teachers or classes.

Having an inspiring syllabus is one thing, implementing it in practical terms is another. Fortunately, there is plenty of excellent work being done which has influenced our approach. In the early part of the course we have begun with activities designed to heighten the individual's awareness to the environment, and have drawn on the "Acclimatization" techniques described by Steve van Matre in his books *Acclimatization*, *Acclimating* and *Sunship Earth*, as well as those proposed in the Schools Council Project "Art and the Built-Environment".

We have also learnt much about methodology from the regular environmental conferences and courses held during the last few years, in particular the Anglo-French environmental education courses organized by the DES. These are early days in the pilot scheme and as we progress to the issue-based studies an even wider range of sources and resources will be drawn on.

Anyone wishing to find out more about the "Environment" syllabus should write to the Southern Examining Group, Avondale House, 33 Carlton Crescent, Southampton SO9 4YL. For more about the implementation at Dartmouth, write to Graham Hawkins, Deputy Head, Dartmouth Community College, Milton Lane, Dartmouth TQ6 9HW.

Global perspectives

Mary Cruickshank reports on the WWF education programme

The twenty-fifth anniversary of the World Wildlife Fund sees further developments in the organization's approach to conservation and environmental education, and particularly the launch of *Global Impact*, a project which aims to introduce fundamental changes in the primary and secondary school curriculum.

The Fund's initial concern was with the protection of individual species in danger of extinction, but it soon became clear that this could only be achieved through the conservation of large areas of complete habitats. All over the planet natural habitats are lost, or threatened by the activities of man, so the Fund's work in protecting habitats has inevitably led it to investigate the human impact on the environment.

In line with this recognition of the wider, "global" issues, the Fund has restricted its education programme to concentrate on three major areas: the creation of new teaching resources; teacher education; and curriculum change.

The aim of the resources, many of which are now well-established, is to bring environmental issues and understanding into all areas of the curriculum. According to Peter Martin, WWF education officer, the idea was not to find new slots in the timetable, but to give an environmental dimension to what is already being taught.

For example, the *Ways of Living* project, written by Bill Burt of the Museum of Mankind, looks at the impact of different types of social organization on the environment, and

can be used in history, geography and social studies lessons. Another project, *Worlds of Difference*, directed by Martin Palmer of the International Council on Religion, Education and Culture, is a RE-based resource which looks at the ways different religions affect people's perceptions of the environment. And there are many other resources commissioned by the Fund that give an environmental perspective to studies of science, music, economics, art and craft, English and drama.

These resources, developed over the last five years, reflect the move away from a "green based" approach concentrating on species and ecology, explains Peter Martin. "We're now looking equally at personal awareness and development, value systems and social structures."

Teacher education is the second plank in the Fund's strategy. The University of Sussex School of Education is developing a teacher education module to be used for in-service and pre-service training, so that more teachers will be aware of global environmental issues. The first stage of the project, completed last year, is a comparative study of environmental education in teacher education in a number of European countries, with detailed analysis of good practice. A report by Roy Williams, senior research fellow directing the project, points to the inadequacies in teacher education in handling these issues.

The project is now concerned with designing a curriculum model for global environmental education in teacher education, backed by resources and

teaching strategies. This will be aimed at the "generalist" rather than the specialist teacher and will give particular emphasis to the idea of a European or international model, capable of being adapted by different national education systems.

The Fund's third and most recent initiative is in the field of curriculum change and led this April to the launch of *Global Impact*. This three-year project will be undertaken by the Centre for Global Education in York (formerly the World Studies Teacher Training Centre): a significant choice, both in terms of philosophy and methodology.

David Salt, director of the Centre, believes that a holistic approach is fundamental to environmental and development studies: "You can't compartmentalize the natural environment and human experience," he says. "They are so systematically caught up that you're not talking about reality if you do." The methods that are being developed by the centre are those that encourage participation, interaction and cooperation in the classroom.

The first stage of the project, a survey of existing materials and teachers' responses to them, is already under way. This will result in a state of the art document, which will place available resources in the context of a global perspective. Next year the project will carry out research in primary and secondary schools where environmental education is an important part of the curriculum and in those where it is not. In this way the project team

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When the Revd Jesse Jackson came to Britain earlier this year he talked about his hopes for the future with refreshing clarity. "We start from the promise of human priorities. Our first commitment must be to wipe out malnutrition. We must educate our children. We must rebuild urban America." Jackson's priorities obviously represent his constituency and they make a nice change from the priorities of Reagan's America, but what have they got to offer us?

When we at Streetwork first read those words we were struck by their rarity. When was the last time you heard a politician over here talk about the humane need to educate children and rebuild cities? When did you last hear poverty, people and places put so high on the agenda? The nearest we seem to get to a recognition of the problem is, for example, Michael Heseltine's recent remarks, "... the acute areas of urban stress are not so much 'no-go' areas as 'no hope' areas. No one expects very much and the lack of expectation breeds a deep hopelessness that pervades the community from home to the classroom, to the workplace, to the dole queue."

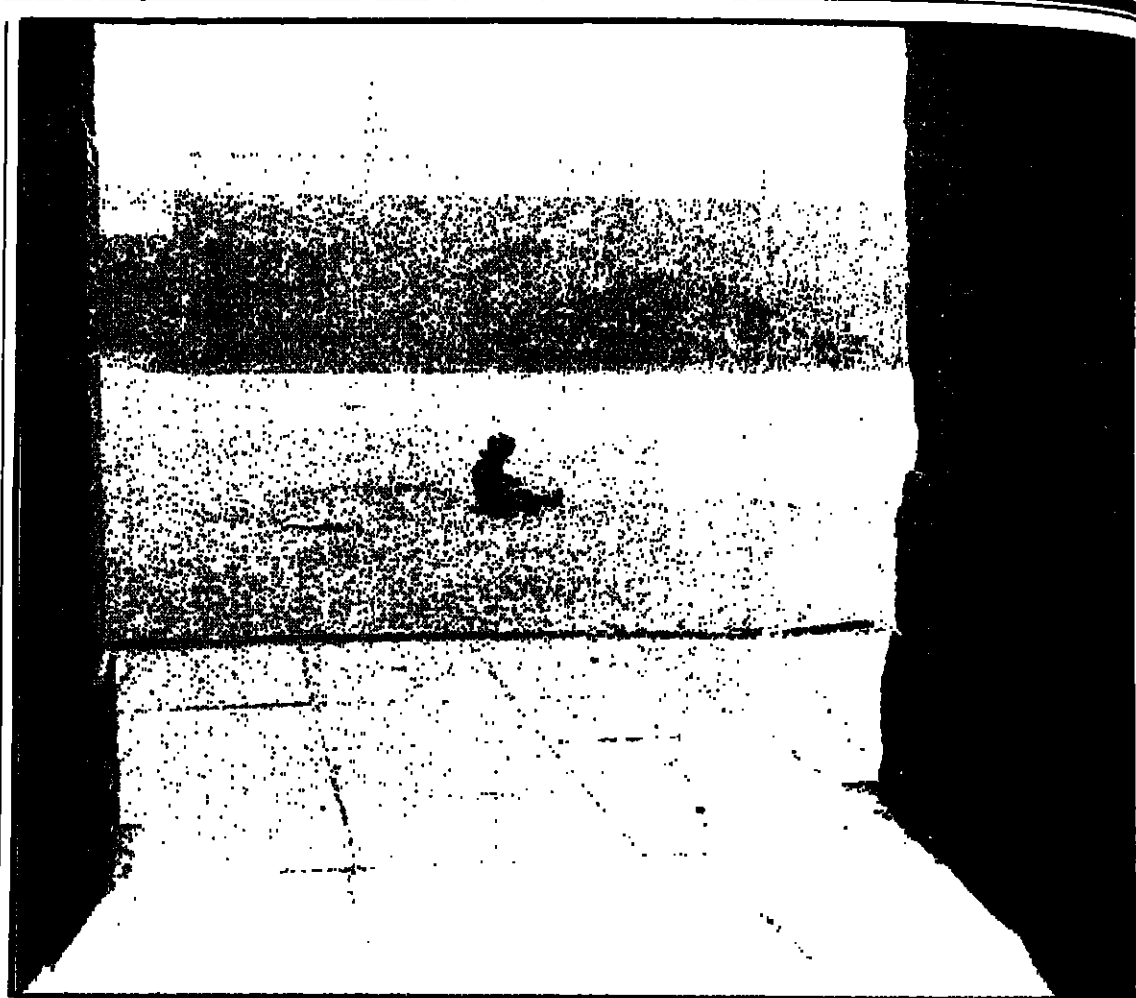
Part of this series of articles on environmental education is devoted to a look at the state of urban studies, or urban environmental education. The articles cover our two basic ideas: 1) It is essential to study the urban environment with the goal of improving it, and 2) There is a way of learning which will help people to participate in environmental improvement.

Urban studies is a means of teaching children about their immediate surroundings, about the world they occupy, rather than about the world that is occupied by someone else. Its approach is usually to take a local issue, to allow students to negotiate their own study of this issue and to encourage them at least to comment on it, if not to take some action. It is often studied on an inter-disciplinary basis although it can be squeezed into a particular subject area.

There is no fixed methodology, although streetwork (urban fieldwork), the use of audio-visual equipment, contact with non-teachers and presenting ideas will frequently occur. We like to see an emphasis on giving something because it makes more sense to learn how to give back rather than just learning for the sake of it.

In short, urban studies, one particular approach to urban environmental education, has been developed and promoted for about 10 years. In subject matter and teaching method it reflects a concern both for our urban areas and for the people who live there. It reflects a need for education about the serious issues which affect us daily and a need for ways of learning which allows us to guide children through these murky waters by letting them explore the problems for themselves. It is an approach which has recently attracted the attention of the HMI. A report on their visits to eight urban studies centres, is due shortly.

There is not room here to deal with all the controversy that urban studies

Urban studies—
ideas in action

by Streetwork

generates but it is important to take up at least one argument - the "why urban and why local" one. Everyone uses the phrase "the environment" as if there is some common understanding of what we mean by it. Maybe there is; it usually means "countryside", "anything that is either green or furry", "South American rain forests" or "the planet as a whole". Yet for most of us "the environment" means streets, houses, roads, traffic, shops, blocks of flats and all the other paraphernalia of urban life. We are in an urban society, but that is often conveniently forgotten by the environmental lobby and by some of those who talk about environmental education.

Why is it considered important to teach children about far off places and the natural world but to completely ignore what is happening on their doorstep? One answer is that horizons must be enlarged, but surely it makes more sense to enlarge an individual's horizons by showing him or her the links between what happens on the doorstep and what happens in the

rain forest?

It is time that we taught children why our cities are in a mess about why people are homeless, in poverty, subject to racial attacks or sexual violence. One reason given for not studying these issues is that they may not be happening to us, but that is a real ostrich approach. Even if the streets outside our schools do not contain all these problems, we are part of a system which produces them. The other reason given for not dealing with them is that they are controversial and teachers recognise that they are difficult to deal with and do not feel that they have a mandate for tackling them.

What the theory and practice of urban studies shows is that this approach to teaching and learning deserves a more central place in our school curriculum than it currently occupies. In fact, we would ask teachers to enlarge the focus of the debate about the future of education beyond higher status, better pay and a more reliable future, which they certainly deserve, to include the argument

about where education is heading and whether we are teaching children the right things to survive and progress in the future.

We have a long tradition of looking at the countryside as a place with therapeutic qualities. (Could Wordsworth and his friends be to blame for this?) Whatever the reason the result has been that we never take a long cold look at the reason we need therapy in the first place - our towns and cities. City kids get bussed to the countryside in droves - from school, from guides and scouts - for holidays. They get bussed out because the countryside is "natural", it's green and it's GOOD. But what about the "environment" too. In fact, they are the environment most familiar to us, why does environmental education ignore this major dimension?

We would argue that just as education is low status so are the problems of urban areas. We think that both deserve better treatment for the sake of the children living and learning there. Here we have four short accounts from contrasting urban studies centres which begin, but only begin, to illuminate some of the principles described above.

Julian Agyeman, Anne Armstrong, Liz Hirst, Lynne Dixon and Graham Russell.

the area back to the mid 19th century. The children were correct on both counts, and were soon actively engaged in spotting other additions and subtractions to their environment with some children trying to speculate as to why such changes might have occurred.

An examination of modern Dudley Hill-Brierley provided an excursion into the welter of information provided by the Policy Unit of Bradford Metropolitan Council. The 1981 census and electoral ward profiles afforded numerous tables and matrices to be examined, from which graphs could be constructed and explanations made. A picture of local life slowly unfolded revealing information on age structure and population change. We concluded that the next ten years would bring about an expansion locally of the 40 to 64 year-old age group and a reduction in all others with an overall fall in the population of the area. This had significant implications for re-planning the wasteland area.

The children designed a simple, structured questionnaire to take on to the streets in order to discover what local people saw as the best use for the wasteland. Special attention was paid to the views of those within the 40 to 64 year-old age group. The results were graphed and conclusions drawn. Facilities for leisure and entertainment appeared to be in greatest demand. The respondents also indicated a

strong desire for the provision of parkland and landscaping.

These views were borne out when the group began to re-plan the wasteland area into an outline. They were advised to consider a number of other factors central to planning decisions such as access, building approvals and variety. The importance of meeting the needs and aspirations of the community the facilities were intended to serve was also stressed. When each small group of children were asked that their plan met these criteria and was invited to make an architectural model in order to visually display their ideas. The children were invited to comment upon each other's models.

Over the course of the eight afternoons the children were encouraged to use an aspect of their environment as a problem-solving exercise. They collected and interpreted information from a variety of sources in a variety of ways. They met and talked to local inhabitants in order to discover the views of the potential users and made decisions about local trends and requirements. Finally they were invited to assume the role of an architect in the re-planning of a familiar area in a mature and responsible way.

John H. Corn
Manningsham Environmental
Studies Centre, Bradford

INSET at the
Workshop

The Newcastle Architecture Workshop, set up in 1977, employs teachers, architects and planners. Its aim is to help people not only to become more aware of and have a better understanding of their environment, but also to enable them to initiate and carry out their own proposals. The learning process starts with the young in schools in the inner city areas of Newcastle and Gateshead where social and environmental problems are severe. Its purpose is to encourage in pupils a sense of responsibility towards their own environment and to develop the skills and confidence to enable them to participate fully in change.

Learning situations are created whereby the children can collaborate with those adults directly responsible for shaping their environment. Links are promoted with the local community and pupils are encouraged to participate in community activities. Most of the work is rooted in the children's neighbourhood. These studies are not only descriptive but include problem-solving, decision-making and elements of design. The innovative nature of the Workshop has led it into developing new approaches and methodologies in environmental education, particularly those related to increasing students' responsibilities for their own learning. We refuse to spoon-feed the students who come here.

This approach to education by the Workshop, which was recognized in 1984 by the Royal Society of Arts in their "Education for Capability" scheme and is promoted in the Council for Urban Studies Centres, has been keeping pace with current educational thinking. The parallels between cur-

rent thinking and the philosophy and practice of the Workshop have led Newcastle education authority to invite the Workshop to take part in its in-service teacher training plan for TVEI Related In-Service Training Programme (TRIST). A TRIST Active Learning Unit (TALU) has been added to the Workshop, which is based at the Blackfriars Urban Studies Centre.

Building on the experience and resources of the Workshop the unit aims, through its programme, to enhance, stimulate and give practical help to those teachers who are interested in developing a more active and relevant form of learning but are unsure how and where to begin. The in-service training programme is aimed at all curriculum areas in the 11 to 19 age range and is concerned with active, experiential learning situations related to such transferable skills as problem-solving, making judgements, problem-solving, making and justifying decisions.

A multi-professional approach to learning is being adopted, using real issues in the heart of the urban environment. One example of work currently being undertaken is a joint middle school/high school project designing and building a community garden at a local community centre. The high school is undertaking this as part of its 365 City and Guilds course. Another project in a middle school is an employment study which is based in the local area. We are able to feed the experiences of these projects back into the in-service courses.

A variety of INSET approaches has been developed by TALU, reflecting the wide range of needs. However, all

approaches allow for teachers to participate and negotiate in their own INSET so that they are encouraged to develop similar strategies with their pupils. Generally we find that teachers cannot be trained to work in urban studies unless they are given this sort of experience. They cannot ask pupils to do what they have not done themselves.

The TALU staff team teach either with individual teachers or with a group of teachers across the curriculum. Joint planning and preparatory meetings are held and TALU staff

work alongside teachers on a week-to-week basis. When the project is completed it is presented to all the school staff. It is anticipated that the expertise gained by the teachers involved will be passed on and the project adopted by the school as part of their curriculum development. In the near future it is expected that teachers from a variety of schools will also be involved in INSET courses run by TALU at the Workshop.

The value of using an urban studies centre such as the Newcastle Architecture Workshop in curriculum

development and INSET work is undeniable. Different skills, resources and professions can be brought in and the innovative work being carried out at the centres can be incorporated into work in the classroom. Let us hope that other local education authorities will follow Newcastle's lead and recognize the work of, and also the value of urban studies centres.

Joan Kean
Newcastle Architecture
Workshop



Cutbacks at the Lewis Cohen Urban Studies Centre, Brighton have curtailed visits to schools and environmental improvement projects like the survey of play facilities pictured above. Nevertheless the centre is open five days a week and its library, slide and cuttings collection, resources of maps and documents are used by a wide section of the community from local schools, residents, councillors, estate agents and tourists.

A place of
our own

In spite of receiving little formal support, urban studies centres have been successfully established and at an increasing rate, over the last twelve years. At present there are about 40 in the UK but it is becoming difficult to keep score. It goes to show that you really can't keep a good idea down.

The enthusiasm and excitement even-though that accompanies the settling in of a centre is very real and should alone be a recommendation to educators seeking commitment and relevance. The lists of activities and achievements of the centres are also impressive. Approaches too range from the artistic to the scientific and often curriculum development is confidently tackled. Users include community groups and students of all ages - providing true "learning together" opportunities.

But each of the centres is more than the "sum of its parts" and simply to list its activities, organizational structures and evolving approaches would be to fail to capture its essence. The fact is that, gradually, but increasingly, more of us are realizing that the study of our own everyday lives is important. Such a study can

provide a key to the understanding of our own memories and our past. It can help us to understand our own present situation (or predicament) and it can help us to become aware of our future opportunities.

In urban studies centres we have the opportunity to explore the familiar. Our efforts are potentially of interest to others - tourists or specialists, professional and amateur - but this interest is secondary to the prime purpose of self knowledge and self advancement.

When any one of us starts such an exploration we are already equipped, in our different ways, with our own knowledge and understanding, skills and attitudes. We may start with a viewpoint, that we hope to confirm, or we may simply hope to be stimulated by our discoveries to new understandings, building these into our personal "frames of reference". In either case urban studies centres make good sense.

It is the initial willingness to explore that is important. If the "thirst for knowledge" is absent or if we think we already have all the answers - then

we can do little more than to look at our own memories and our past. It can help us to understand our own present situation (or predicament) and it can help us to become aware of our future opportunities.

Urban studies centres too are "places" and I suspect that they work best when local people who use them feel that they belong and when visitors feel that they are welcome. One thing is sure in our modern urban society - to paraphrase Dr Johnson - "If you are tired of urban studies you are tired of life".

Peter Leeson
Leicester Urban Studies Centre

To find out more about urban studies and urban studies centres, contact: Streetwork, 189 Freston Road, London W10 6TH, Tel: 01-968 5440.



THE WILDFOWL TRUST WELCOMES SCHOOLS

There's a welcome for School Parties at the Wildfowl Trust. Already over 100,000 schoolchildren visit our centres each year and receive illustrated talks and guided walks.

The emphasis is on activity and discovery supported by topic sheets, trail guides, teacher's packs and suggested follow up projects.

There are major centres at Slimbridge (near Gloucester), Peakirk (near Peterborough), Martin Mere (near Southport), Washington (near Sunderland) and Arundel (Sussex). Wild refuges are at Caerlaverock (Dumfries) and at Welney (near Ely).

For full further details and planning assistance contact the Education Officer at the appropriate centre or the Trust Offices at Slimbridge.

THE WILDFOWL TRUST
Slimbridge, Gloucestershire GL2 7BT. Telephone: (045 389) 333.

by Terry Jewson and Gary Cliffe

Figure 1

and, finally, to provide and enhance the

questions which call for opinions and

1. *Crinoid*.

Specialty written for the series is a set of super-simple stories about the Smart family, who exemplify an immoderate version of stereotypes. Mr. Smart "owns" a supermarket, and "Sheila, Sam's" help, acts at the checkout. "A few sad little pieces about grandmothers, including extracts from television's *Super Granny*, emphasize weakness rather than strength, and do not redress the imbalance. One of the very few stories with a nearly all-female cast is "Morning and the big difference", in which a girl of indeterminate age goes for a haircut. "After she walked home . . . they met the little boy from your 'Your hair's all different' he said. Mommy said pink."

If you don't buy any of the main sales would have saved about £150. This should be enough to set the staffroom up with the entire works of Jill Bennett, Margaret Meek, Kenneth Gooden and Frank Smith. And then we'll have who knows best about "turning children into readers". I'll back books programs as a major new language program.

Mary Jane Drummond reviews a 'modular reading and language programme

Next, there's a Skills Chart for each level, so that you don't make the mistake of teaching "Drawing Conclusions" (a Level 1 skill) when you should be teaching "Making Judgments" (Level 2). An even more complex chart shows how each skill is

The cards come from a world where facts are facts, where teachers teach and children learn, and where child-

by John Baines

100. pap (3795)

The services of the National Environmental Education Centre
 753-777-4444 (toll-free 1-800-368-6868)

school examination courses, and award schemes open to young people. Other databases in preparation include centres for outdoor studies, and

Video, full colour brochure and information on request.

SNACK FOODS

schools around the country. Other schools can purchase them for a nominal price of £5 each from SNACMA, Swiss Centre, 10 Wardour Street, London W1V.

leads to an understanding of 1000 weeds and of the complex relationships between the plants and animals which live in a pond. Their responses to external events such as the leaching of fungicides or pesticides, or the effect of other kinds of human and animal activity are also investigated. A most informative handbook by Adam Cadee accompanies the game and there are many suggestions for field work.

Francesca Greenoak

Batty

1986 is National Bat Year and the Flora and Fauna Preservation Society have mounted this travelling exhibition at the Natural History Museum to encourage us to make Britain a more welcoming place for the bat. Prejudice and superstition make vandals destroy bats and sully the caves they love; modern chemicals which protect our homes from insects poison them; conifer farming minimizes the insects they feed on; intensive farming kills their food and those who eat it. Yet bats are



dry to a powder and, furthermore, make excellent guano (powdered manure).

An excellent tape slide show and a fascinating series of blown-up photographs should hold the attention of school children from 7 to 16, while such oddities as the fisherman bat, which catches fish with its feet, and the creche system practised for the bat young should also amuse the teacher. Echo-location is clearly explained. There is lots of scope for worksheets.

1

CEE Council for Environmental Education
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 Reading, RI 02881, 815 554-2626

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notes

SNACK FOODS

Why do people need energy? How do we achieve a balanced diet and why is it important? These are some of the questions tackled in two video packs launched this week as part of a £70,000 educational project by the Snack Nut and Crisp Manufacturers Association.

There are two packs – one for primary (7–11), the other for secondary (11–14). Each contains a half-hour video presented by TV personality Chris Tarrant, a booklet of teacher's notes and worksheets suggesting ideas for projects.

According to the publishers, the packs follow the basic guidelines of the COMA report. They look at a balanced diet as a whole and try to focus children's minds on what they eat and why. They also try to rectify some popular misconceptions about snack foods. For example, the level of salt in crisps is apparently only one per cent.

The packs are being distributed free to 2,000 primary and 2,000 secondary schools around the country. Other schools can purchase them for a nominal price of £5 each from SNACMA, Swiss Centre, 10 Wardour Street, London W1V.

Conservation issues

The Pond Dipping Game
Price £11.95 (plus £1.20 p&p)
Published by The World Wildlife Fund
Wetland Campaign in Association
with Richmond Publishing, Orchard
Road, Richmond, Surrey.
Why Conserve?
Broads Pact Pack £2 (plus 50p p&p)
Published by The Broads Authority,
Thomas Harvey House, 18 Colegate,
Norwich NR3 1BQ.

**Vegetarianism and Animal Suffering:
Living Without Cruelty: Vegetarianism
and Health; Vegetarianism and
Human Hunger**
Price £12.65
Drake Educational Products, St
Fagans Road, Fairwater, Cardiff CF5.

The Pond Dipping Game is an ingenious game which can be played simply by primary school children or in a more sophisticated way by older students. It leads to an understanding of food webs and of the complex relationships between the plants and animals which live in a pond. Their responses to external events such as the leaching of fungicides or pesticides, or the effect of other kinds of human and animal activity are also investigated. A most informative handbook by Adam Cade accompanies the game and there are many suggestions for field work.

The Broads Pact Pack, *Why Conserve?* also contains a game, laid out on the basis of the actual geography of the Broads. It looks great fun, and like the well-produced book which goes with it, is full of interesting environmental information about this fascinating and sorely threatened part of East Anglia.

Drake Educational Products have produced a most interesting set of four tape-and-elastic sets which examine *Vegetarianism* from different points of view. They come up with a most convincing body of argument in favour of a mostly or completely vegetarian diet. Without sensationalizing, they also give a broad view of the horrifying way western societies treat animals.

This is a carefully measured, rational approach to the subject raising important issues and not to be dismissed lightly: How, for instance, did the United Kingdom come to be importing soy bean as animal food from Ethiopia at the height of the famine? Does it really really require investment of precious resources in factory poultry farming when both vegetable protein and water needed to feed these animals are in short supply anyway? Ethical considerations apart, such mathematics show that in the third world, meat-eating actually robs poorer people of resources.

Francesca Greenoak

Batty

Bats
Natural History Museum, Cromwell Road, London SW7, until July 6. Admission free.

Bats are one of the wonders of the world. Their 1,000 species account for a quarter of all known mammals. They have been known to congregate in colonies of up to 20 million. Their pulse rate can rise to 1,000 beats a minute in flight, with a temperature of 42°C, whereas it can drop to 25 beats a minute in hibernation, with a temperature of near 0°C. A single Pipistrelle, one-and-a-half inches long and weighing a fifth of an ounce, can eat 3,500 insects in a night. Added to which they sleep hanging upside down, have that well-known radar or sonar system, can live up to 30 years, and eat a variety of things from fruit to blood, depending on species.

1986 is National Bat Year and the Flora and Fauna Preservation Society have mounted this travelling exhibition at the Natural History Museum to encourage us to make Britain a more welcoming place for the bat. Prejudice and superstition make vandals destroy bats; and sully the caves they love; modern chemicals which protect our homes from insects poison them; cow-fie farming minimizes the insects they feed on; intensive farming kills their food and those who eat it. Yet bats are



dry to a powder and, furthermore, make excellent guano (powdered manure).

An excellent tape slide show and a fascinating series of blown-up photographs should hold the attention of school children from 7 to 16, while such oddities as the fisherman bat, which catches fish with its feet, and the creche system practised for the bat young should also amuse the teacher. Echo-location is clearly explained. There is lots of scope for worksheets.

RESOURCES/VIDEO

"FORTUNATELY I WAITED— AND TRIED THE HOOVER TOO"



Len Cunningham on Craft, Design and Technology, past, present and future

Craft, Design and Technology
Produced by Thames Television
Units 1 and 2. Each unit contains
10 x 15-minute programmes
VHS £60 + VAT
Guild Sound and Vision Ltd, 6 Royce
Road, Peterborough PE1 5YB.
Units 3 and 4
VHS £60 + VAT
Thames Television International Ltd,
149 Tottenham Court Road, London
W1P 9LL.

Craft, Design and Technology from
Thames Television is now in its fifth
year of production, and the first four
years are available on video in twinned
units, 1 and 2, 3 and 4. There is a
significant and welcome pattern of
programmes which reflects the progress
and development of CDT in
primary and secondary schools.
Year 1 is for pupils in the 10 to
12-year-old age group. It is designed to
set the scene of CDT for teachers and
pupils new to the subject. This is

successfully achieved by presenting a
variety of stimulating topics which are
firmly related to designing, making
and evaluating in the real world and by
identifying the place of CDT in past,
present and future contexts. One film
compares modern household appli-
ances with 18th-century and 1930s
designs, illustrating how the need for a
product often dictates the develop-
ment of materials and manufacturing
processes.

The 10 titles in the first unit are
sufficiently diverse to dismiss any pre-
conceived ideas that pupils may have
regarding both the breadth and value
of this central area of the curriculum.
Designing, communicating, making
and testing are all considered in depth
and illustrated by thought-provoking
examples such as making a pop video,
a plastic washing up bowl or an
artificial limb.

Year 2 offers more specific examples
which illustrate particular concepts,
comparing the processes of designing
music, screwdrivers or dresses and
begins to investigate the work of
industrial designers and the rela-
tionship between ideas, planning, pro-
duction and marketing.

These programmes are not intend-
ed to deal with individual processes or
techniques with a comprehensive
coverage of subject matter, but to
illustrate fundamental principles relat-
ing CDT to society.

Unit 3 is presented quite differently
from the earlier units. With new
presenters, title music and introductory
graphics, it changes to a magazine
format developing several of the
general concepts previously shown. By
concentrating more on specific aspects
of CDT and their immediate rela-
tionship to the school situation, many
topics are developed in a stimulating
and helpfully descriptive way.

"Computer Graphics" shows how
computers can be used as a design tool
and discusses how the opening se-
quence for the programme was made. An
industrial designer shows how ideas
are first sketched and then produced as
working drawings. "The Microchip"
examines chips as components and as a
technological development affecting
the production of familiar products
and popular games.

For units 3 and 4 there is an
accompanying booklet of "Teachers'
Notes" which splendidly supplements
and enhances the contents of each
programme. It provides a number of
tasks for pupils, many of which are
inventive, creative and valuable. Also
included is a list of further resources

which offers contemporary booklists
and forward-looking ideas for further
work.

By unit 4 the series has matured into
a well-balanced and exciting investiga-
tion into the role of designing, com-
municating, making and evaluating in
the modern world. For many it will
contain aspects of CDT which should
be part of every school course; for
some, perhaps, it stretches the notion
of design too far. Nevertheless, it is a
realistic and helpful discussion of the
"state of the art" of CDT in schools,
colleges and industry.

Unit 4 includes an interview with a
young fashion student who won a
Design Council Award. A Hertford-
shire school is visited by the television
crew and their approach to course in
computer-aided engineering is discus-
sed. It is evident that these Hertford-
shire students are following more than
an industrial relevance course; they
are in fact working towards an O level
in "Manufacturing Technologies".

The analysis of a product is illus-
trated by the designer of a new tele-
phone. We see how this product was
conceived, planned and produced.
Students from the Royal College of
Art talk about products they have
designed for future markets.

One feels on occasions that the
directions taken by the programmes
are too attuned to the suggestion that
the CAD, CAM, robotics and design
and control systems of modern indus-
try might be the singular goal of any
CDT course, but the makers are keen
to strike a good balance between the
hi-tech and low-tech extremes of good
design. One programme, "New Direc-
tions and New Crafts" investigates the
use of designing by artist/craftpersons
in their work with hairstyles and
make-up, underlining the adaptability
of the use of the design loop or process.

Overall, this fourth series sets a
challenge to CDT teachers and stu-
dents to examine the concepts of
designing, communicating, making
and testing by comparing industrial
equivalents to school practices. It
concludes with a brief look at the CDT
Conference of 1985, which displayed
the achievements and latest teaching
materials of this relatively new key
subject area on the school curriculum.

This series has honorably chronicled
the fruit of CDT and has, in its own
right, through good sense and longev-
ity, earned a place in the immediate
history of the subject. The fifth unit,
now in production, will, one suspects,
stretch the horizons of CDT in schools
even further.

The most exclusive club in town

Westminster at Work
A slide/tape sequence now available
on video
VHS only £25; hire fee £10 from CFI,
Vision, Chalfont Grove, Chalfont
St Giles, Bucks SL9 8TN.

Parliament, tetchy about photography
in the House, came close to nullifying
one of its education department's
latest attempts to show members going
about their business. Filming, and
the best medium for the job, was
permitted. Nor were hand cameras
allowed into the Commons in session.
So what we get is a rapid succession
of stills for which MPs posed at 9
o'clock in the morning, well before
Parliament gets down to real business.
There they are "arguing", "voting",
"consulting" law books and "talking"
to constituents against a decorous and
otherwise empty backdrop of the
House and its servants.

Bearing in mind the extraordinary
restraints—no photographic session
lasted longer than three minutes and
few more than 90 seconds—the
outcome is a tribute to the skill of those
concerned. Simultaneous use of six
projectors to screen the programme,
swift interchanges of pictures and the
use of voice-over techniques in the
commentary give an impression of
liveliness sadly at variance with the
pictures of MPs who are obviously
and uncharacteristically still.

The Lords were less timid about the
business and there are pictures of them
in session, but for fear of upsetting the
Commons, this was played down.

Westminster at Work is a great
advance on the programme *Mother of
Parliaments*, which it replaces. That
Elizabeth Stones, the education officer,
had been able to achieve anything at all
in the face of incorrigible intransigence
is a tribute to her persistence. Next
time perhaps she will be able to
persuade members to stop behaving as
though Parliament were merely the
most exclusive club in town. It is, after
all, our business they are about.

Owen Surridge

Legal advice

Nick Baker on a programme which explains
The Police and Criminal Evidence Act, 1984

The New Bill
Children's Legal Centre
VHS free of charge within the London
area while GLC funds permit
Available for hire (£7) from Concord
Films Council Ltd, 201 Felixstowe
Road, Ipswich, Suffolk IP3 9BJ.
Accompanying publications are free to
schools and colleges, from the Chil-
dren's Legal Centre, 20 Compton
Terrace, London N1 2UNC.

It's been a long wait for those seeking
an accessible way of explaining to
young people what their rights are
when confronted by police—mainly
because the New Bill didn't come into
force until the beginning of this year.
The police lobby claim that the bill
(The Police and Criminal Evidence
Act, 1984) will strengthen citizens'
rights, while the civil liberties lobby
argue that the bill's safeguards aren't
strong enough.

These arguments will be irrelevant
to the young people who see the video
in schools and youth clubs. It's a jolly
affair, in which Dez gets sucked into a
new arcade video game called *The New
Bill* and is promptly stopped by the Old
Bill who starts to question him. Mean-
while his amazed mates watch the
whole thing on the screen of the video
game. Luckily the game has a "Legal
Advice" button which, when pressed,
conjures up a lawyer who gives chapter
and verse on stop and search.

The lawyer's interjections are rather
dourly presented in comparison with
the drama of the rest of the video, but
they're sensibly accompanied by cap-
tions and make obvious classroom

pausing places for discussion and
note-taking. The first interjection, for
ample, tells us that police must have
reasonable grounds for stopping any-
one, and "the fact that you are black or
you are dressed in a particular way or
you have a certain hairstyle is not a
good enough reason to stop you".
Dez has been stopped on suspicion
of possession of stolen goods although
his mates at the other end of the video
screen confirm that none of his things
are stolen. The officers who stop him
don't explicitly tell him this, neither do
they believe Dez's story about being
on his way home.

From then on, events are guided by
a combination of Dez's ignorance of
his rights and the police taking advan-
tage of that ignorance. Had Dez been
able to hear the lawyer's interjection,
he'd know about his right to remain
silent, his right to a written record of
the search made on him, and his right
as regards access to legal advice, as
well as lots more useful information.

You can't interpret the video as
being "anti-police"; it's nothing of the
sort. The best way of telling young
people how to claim their rights is by
showing what happens if the rights are
denied. What the police are doing is
(quite realistically) doing it wrong.
Dez as a suspect because he won't
refuse to give his name and address.
It's worth stressing that although the
police are shown bending the rules,
there's no suggestion of serious in-
propriety or abuse. The whole video
points up the crucial need for all young
people to know what their rights are
when stopped by police, and how to
take them into custody.

MEDIA

Seasoned professionals

Hugh David samples a Channel 4 series
made by children for children

CHILDREN'S TELEVISION
Kid's Kafe
Channel 4, Sundays, 2.00pm.

That professor who hit the headlines a
week or two ago, when he berated
mothers for causing "malnutrition in the
muesli belt" by insisting that their
children ate only health foods, would
love the cuisine served up at the
Kid's Kafe.

It is kids' food made by kids, for
Yorkshire Television's new children's
programme follows Channel 4's house
style (developed in recent shows like
The Pocket Money Programme) in that
it is largely made by children for children.

In each programme three couples
describe and make their favourite dish.
To adult ears the choices sound dis-
tasteful—Goosey Toffee Top and
Strawberry Pudding—seldom figure
on the suburban dinner-party menu,
but apparently they have all been
approved by a dietician.

Countdown presenter Carol Mather
is on hand to prompt the young chefs,
but properly stays in the background.
The children do everything, mixing
dough and slicing vegetables like sea-
soned professionals. Some can even
talk as they work.

In the first programme a couple of
12-year-olds described how they usually
make Sunday lunch for their par-
ents, while an older boy revealed that
he enjoyed marinating pork chops. Oh
yes, said Mrs Mather in a voice which
suggested that her own culinary talents
just about ran to opening the door of
the freezer.

Each of the eight programmes offers
a three-course menu consisting of a
main course, a pudding and a—strictly
non-alcoholic—drink. Although there
are no recipe captions superimposed
on the screen (and some of the pre-
senter's are a little casual about stating
quantities), the recipe for every dish
appears in a back-up leaflet free from
the usual Channel 4 addresses.

It is good to see the programmes
featuring as many boys as girls, and to
hear the former freely admitting that
they enjoy cooking. (*Blue Peter* blazed
the trail here, however: for years all
the cookery items have been baked,
boiled and just occasionally botched
by Peter Duncan.) Odd though, that a
programme explicitly aimed at an eight
to 14-year-old audience should still use
imperial measures—four ounces of this
and half a pint of that. Surely both
presenters and viewers would be more
at home with grammes and millilitres.

And so the plot thickens . . .

Marion Glastonbury looks at how the story developed for School Radio's 'Listen' programme

SCHOOL RADIO

Listen
The Friday afternoon adventure
Radio 4VHF/FM
Fridays 2.40pm.

As a child, Jean Paul Sartre invented a
long-running bedtime story, that left
the hero in such danger every night
that the narrator was held in suspense
until the following evening.

A similar exercise in hanging your-
self on your own tentacles, devised
by the BBC for eight to 11-year-olds,
has elicited over 11,000 letters from
schools throughout the United King-
dom, as well as quantities of art work,
maps, codes, designs for time
machines and an embroidered parrot.
The first of six broadcasts intro-

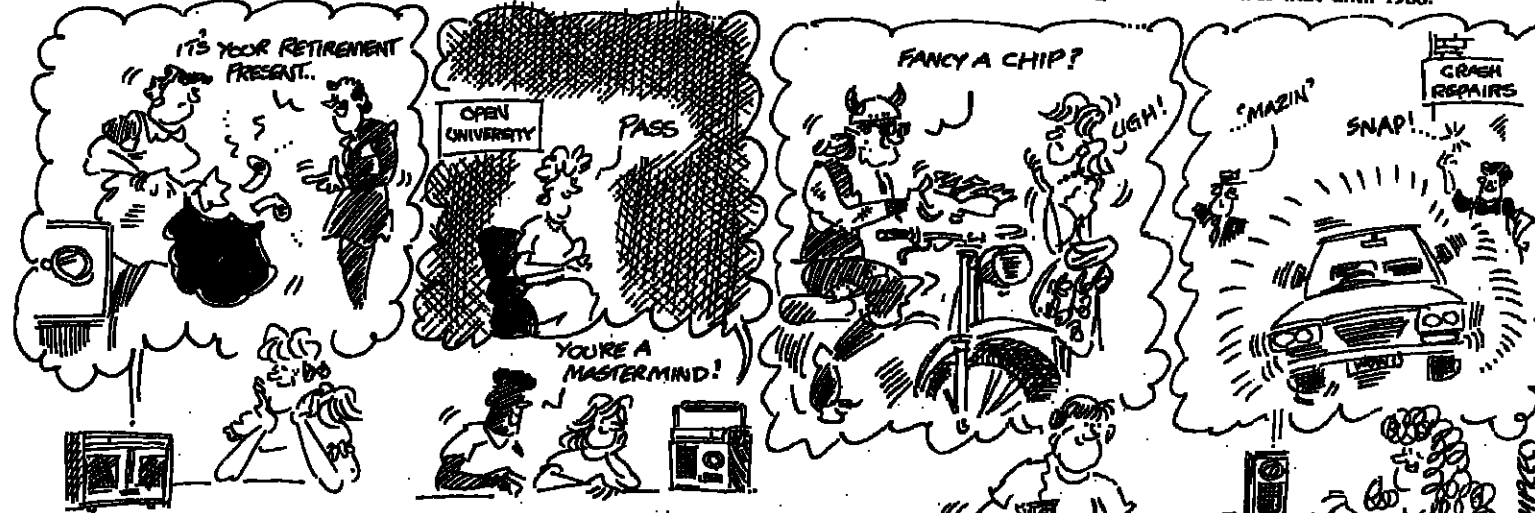
duced members of Max Brillo's gang
(secret password: "Odd Socks") as
they prepared a time capsule to be
opened in 2061, the year of the return
of Hallel's Comet. Max's sudden dis-
appearance coincided with com-
munications from Corin, a silver-
suited alien of paranormal powers.
Thereafter each episode included a
survey of suggestions sent in by pupils
to explain or extend mysteries, rescue
protagonists from tight corners, and
generally to determine what might
happen next. From this array of plot-
thickening possibilities, the subse-
quent instalment would emerge for
dramatization, while a couple of rep-
orters travelled the country observing
classroom development, and indi-
vidual children made contributions
from local and national radio stations.

Such wide-ranging speculation ab-
out the technology and administration
of the future involved some testing of
organisations in the present. Ideas
prompted by Friday's programme had
to reach the office by the following
Tuesday, thereby focusing incidentally
attention on the operation of the postal
service. Participants were warned not
to submit cassette tapes, since the task
of listening to them would be too much
for the production team. Still, children
were encouraged to consider the scope
of radio-phonics: "What sound an-
nouncements can we create?" Many
commented on the novel impact of
stereo drama, and there were plenty of
strange effects and intergalactic glock-
enspiels to interpret.

The forms of writing invited at the
end of each programme—a dialogue or

a destiny—were neither too vaguely
nor too rigidly defined, and the results
combined physics with fantasy and
tradition with originality. Gallant
Gran, a retired laundress, endearingly
played by Katie Helm, loomed large,
and correspondents were keen that
Max's mum should pass her Open
University exam. (Calorie-conscious
Beckie loomed in love with Juggie, the
menacing biker, to the improvement
of each, and, in a striking reversal of
Humpty Dumpty's fate, a smashed car
was restored to perfect wholeness, its
molecular smithereens reassembled,
by a backwards replay of the original
crash.)

A powerful symbol of the consola-
tions of creativity. For the next experi-
ment from the series along these lines,
we must wait until 1988.



Job advice

Unemployed insomniacs in the Mid-
lands area might benefit from a new
service from Central TV. Every night
for an hour after normal evening
programmes Central are broadcasting
Jobfinder, a text-based programme to
help the jobless find work. It is a
rolling page of text cataloguing vacan-
cies in and beyond the Midlands region
around 50 per night in all. Although
it is principally aimed, according to a
Central spokesman, at people who

have stopped going into Jobcentres,
schools and colleges may find it useful
in video recorded form, because it
includes information on how to go
about applying, training schemes, and
grants for the potentially self-em-
ployed. The scheme, devised by Cen-
tral with the help of the Manpower Ser-
vices Commission, will run until the
end of September.

Nick Baker

4 Titles Available For Recording From Sunday 29 June 1986
Approximate Transmission Times.

Sunday 29 June
5.15 *The Future of Things Past*:
Folk Calendar Fee Code C
Monday 30 June
6.00 *Up and Coming* Fee Code B
Thursday 3 July
8.00 *Too Hot To Handle* Fee Code C

Saturday 5 July
7.30 *People To People: Caught In A Web*
Fee Code C
For more information contact:
GUILD LICENSING
6 Royce Road,
Peterborough PE1 5YB
(0733) 316316
Late Changes (0733) 312152

PRIMARY EDUCATION

AVON COUNTY COUNCIL
WORTHINGTON PRIMARY SCHOOL
 Bishop Minor Road, Westbury-on-Trym, Bristol BS10 5BP
 Required for September 1986, teacher for first year juniors. Music and art. Please state other interests. Letters of application to the Headteacher immediately giving full C.V. and names of two referees enclosing a recent photograph. An Equal Opportunity Employer. (10568) 110022

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 Required from 1st September 1986, an enthusiastic and committed teacher for 13 for Infant Team. Music an advantage. Visits to the school by prior arrangement welcome. Tel: (0494) 488448. No closing date. An Equal Opportunity Employer. (10568) 110022

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HIGHFIELD JUNIOR SCHOOL
 South Hill Road, Bromley, Kent BR2 0RL
 For September 1986, an experienced teacher for a lower junior class. This is a temporary appointment for one term only. Application forms and further details available from the Headteacher, Bromley Junior School, Bromley, Kent BR2 0RL. Closing date 14th July 1986. (10518) 110022

BERKSHIRE
CLEVER HILL FIRST SCHOOL
 Clever Hill Road, Windsor SL4 3RL
 Required for September 1986 or January 1987 two enthusiastic and creative teachers (Scale 1) to teach across the whole range and be able to contribute to the school's development. An Equal Opportunity Employer. (10735) 110022

BERKSHIRE
JAMES ELLMAN FIRST SCHOOL
 Elm Avenue, Slough RG1 3JZ
 Required for September 1986 at this multi-cultural school an enthusiastic hard-working teacher to work within a unit of 3 classes of 7/8 year old children. Candidates should state particular skills and interests. Application forms and further details from the Headteacher, James Ellman First School, Slough, RG1 3JZ. Closing date 9th July. An Equal Opportunity Employer. (10735) 110022

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BUCKINGHAMSHIRE
EDUCATION SERVICE
 QUEEN'S ROAD, BUCKINGHAM
 School, Milton Keynes MK12 6AT
 Required for September 1986, an enthusiastic and committed teacher for 13 for Infant Team. Music an advantage. Visits to the school by prior arrangement welcome. Tel: (0494) 488448. No closing date. An Equal Opportunity Employer. (10568) 110022

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CHESHIRE
EDUCATION COMMITTEE
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 Play Avenue, Penketh, Warrington WA3 2PN
 NCALE 1
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CROYDON
LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
 SPRING PARK INFANTS, BRIDLE ROAD, CROYDON CR0 8HQ
 Tel: 01-777 8808
 Teacher required to cover maternity leave to take class of 13/14. Visa welcome.
 Salary: Scale 1
 Tenable: September 1986.
 Application form and further details available from the Headteacher, Spring Park Infants, Bridle Road, Croydon CR0 8HQ. (10529) 110022

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PRIMARY TEACHING IN SOUTH WEST ESSEX

Join a lively authority with a sense of purpose and direction. There are still opportunities for Infant and Junior trained teachers to commence appointments from September, 1986. Probationers and experienced teachers welcome to apply. Excellent in-service education programme with several specialist and general teachers' centres. Pioneering curriculum development being undertaken in Primary Science, Mathematics and use of Microcomputers. Even where posts are indicated as temporary, applications will be considered with a view to permanent appointments to the Authority. Possibility of rented accommodation. £264 Fring Allowance for all schools. £201 Social Priority for certain schools.

SCHOOL

VACANCY

SCHOOL

VACANCY

Aveley Schools
 Kingtons County Primary
 Tamar Drive
 Aveley, RM15 4NB
 Tel: Purfleet 855663

Basildon Schools
 Bluehouse County Junior
 Lelster Road
 Basildon SS15 5LQ
 Tel: Basildon 43684

Briscoe County Infant
 Falmores End
 Pitea
 Basildon SS13 3AB
 Tel: Basildon 728864

Fairhouse Infant
 Lend Riding
 Basildon SS14 1QP
 Tel: Basildon 23971

Falmores County Junior
 Falmores End
 Pitea
 Basildon SS13 1PM
 Tel: Basildon 727820

Falmores County Infant
 Falmores End
 Pitea
 Basildon SS13 1PM
 Tel: Basildon 727820

Greenstead County Infant
 Kirby Road
 Basildon SS14 1RX
 Tel: Basildon 582535

Lee Chapel County Primary
 The Knarres
 Basildon SS16 5RU
 Tel: Basildon 43644

Basildon Manor County Infant
 Church Road
 Basildon SS14 2EX
 Tel: Basildon 20145

Northlands County Junior
 Winford Road
 Pitea
 Basildon SS13 3JQ
 Tel: Basildon 553388

Northlands County Infant
 Winford Road
 Pitea
 Basildon SS13 3JQ
 Tel: Basildon 553434

Pitea County Junior
 High Road
 Pitea
 Basildon SS13 2EF
 Tel: Basildon 553546

Pitea County Infant
 High Road
 Pitea
 Basildon SS13 2EF
 Tel: Basildon 553546

St Anne Line R.C. Junior
 Wickham
 Basildon SS15 5AF
 Tel: Basildon 23400

St Margaret's C of E Primary
 London Road
 Bowers Gifford
 Basildon SS13 2DU
 Tel: Basildon 552176

St Teresa's R.C. Primary
 Eleanham Crescent
 Basildon SS14 1UE
 Tel: Basildon 553502

Whitmore County Infant
 Whitmore Way
 Basildon SS14 2TP
 Tel: Basildon 20689

Billerica Schools
 Crays Hill County Primary
 Crays Hill
 Billericay CM11 2UZ
 Tel: Billericay 53770

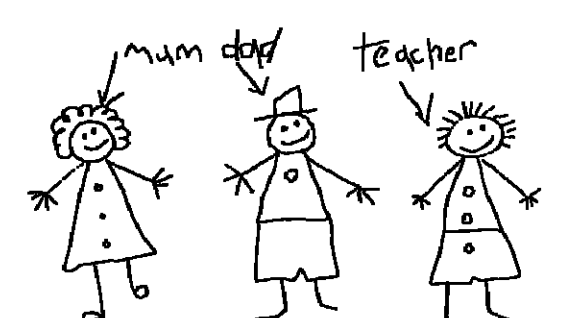
St Peter's R.C. Primary
 Coxes Farm Road
 Billericay CM11 2UB
 Tel: Billericay 53770

Wickford Schools
 North Crescent County Primary
 Wickford SS12 9AP
 Tel: Wickford 68905

Write or telephone to S.W. Area Education Office, The Knarres, Basildon, SS15 5RX (tel. Basildon 44022, ext. 220) for application form (foolscap s.a.e. please). Visits or telephone calls to schools welcome.

PRIMARY TEACHERS

After mums and dads, probably the most influential figure in a young child's life



Recognising this, we at Enfield believe that primary teachers embarking on their new career need all the help that they can get. Which is why we've one of the best in-service programmes around. Offering excellent support both in school and authority settings. Standing you in good stead for your future career - and promotion - prospects.

But starting your career in Enfield makes sense in a lot of other ways, too. Because here you'll find the best combination of city and suburban living; a pleasant, outer London borough with easy access to the bright lights yet only a stone's throw from the rolling Hertfordshire countryside. There's something for everyone here, plus the fact that we're only a few miles from the M25 - with its motorway links to just about every corner of the country. And, of course, there's a lively, informal Teachers' Centre - offering a wide range of educational, social and leisure activities.

Enfield. Where better to start your career?

Get on to Diane Humphrey on 01-366 9370. You'll find her very helpful. Or you can write to her for an application form and information pack - large SAE please - at P.O. Box 58, Civic Centre, Silver Street, Enfield, Middx. EN1 3XQ.

LONDON BOROUGH OF

Enfield

An Equal Opportunity Employer

Education Committee

Invite applications for Junior teachers at various schools throughout the Borough. All posts will be tenable from September 1986.

For details of schools and application forms please contact: Miss J. Watson, Education Department, Taberner House, Park Lane, Croydon. Tel: 01-686 4433, ext 2609

CROYDON

EDUCATION

MIDDLE SCHOOL EDUCATION

LONDON N6
HIGGATE JUNIOR SCHOOL
(1450 300 boys)
Required for January 1987 a Director of Music to organize music throughout the school and to teach music to boys aged 11-13. A strong cultural tradition in the school. Possibility of accommodation being available. Salary Scale (above Barnham). Applications with curriculum vitae and names and addresses of two referees should be sent to the Master, Higgate Junior School, 5 Higgate Road, London N6, from whom further details of the post may be obtained. (15715) 125818

Scale 2 Posts and above

NORTHAMPTONSHIRE

NORTHAMPTON ST GEORGE'S MIDDLE SCHOOL
Barn Road, Northampton NN1 3RF

Required for September 1986 if possible or January 1987.
Music specialist with general subjects (Scale 2). This is a middle school (250 on roll) has an established choir and orchestra and the successful candidate will be required to continue these activities during the week.
Application form and further details from the Headmistress (see advertisement) to be returned after the appearance of this advertisement. (10754) 125830

Scale 1 Posts

SUFFOLK COUNTY COUNCIL
LONDON MIDDLE SCHOOL
Waterloo Avenue, London W2 4JH
9-13 mixed pupils
Required for September 1986. A Music Co-ordinator, preferably with some French, to teach music to children for suitable candidates. Applications from those seeking first appointments only will be welcomed.
Application forms and further details available from the Headteacher at the school concerned (see advertisement). (11908) 125822

NORFOLK COUNTY COUNCIL

EASTERN AREA
Required for September 1986 or January 1987.
Scale 1 Assistant Teacher with Music. Possibility of accommodation being available. Salary Scale (above Barnham). Applications with curriculum vitae and names and addresses of two referees should be sent to the Master, Higgate Junior School, 5 Higgate Road, London N6, from whom further details of the post may be obtained. (15715) 125818

Scale 2 Posts and above

NORFOLK COUNTY COUNCIL

EDWARD WORLIDGE MIDDLE SCHOOL
Suffolk Road, Great Yarmouth NR30 1EA on receipt of a.c.v.

Scale 1 Assistant Teacher in upper school with music (essential) suitable for a probationary appointment.
Closing date: As soon as possible.
Application forms obtainable from and returned to the Area Education Officer, 22 Euston Road, London NW1 2AF. Closing date: as soon as possible. (117660) 125822

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Suffolk Road, Great Yarmouth NR30 1EA on receipt of a.c.v.

Scale 1 Assistant Teacher in upper school with music (essential) suitable for a probationary appointment.
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WEST SUSSEX

NOTRE DAME INTERNATIONAL SCHOOL
Crawley, Sussex
Required for September 1986. A Music Co-ordinator, preferably with some French, to teach music to children for suitable candidates. Applications from those seeking first appointments only will be welcomed.
Application forms and further details available from the Headteacher at the school concerned (see advertisement). (11908) 125822

SURREY COUNTY COUNCIL

* FRINGE AREA LONDON ALLOWANCE £282 p.a. throughout the County.
* Temporary housing may be available.
* Generous relocation expenses in approved cases.

HEADSHIP

RE-ADVERTISEMENT

GLYN SCHOOL

The Kingsway, Ewell, Epsom KT17 1NB

HEADTEACHER required from January 1987 for this Group 10 Secondary School for boys aged 12-18 years.

Estimated NOR September 1986 - 750 Including 150 in the Sixth Form. Salary scale £21820 - £20766 pa.

Application form and further details from the County Education Officer (TP/MVB), County Hall, Kingston-upon-Thames KT1 2DJ.

Previous applicants will be considered and need not re-apply. Closing date: 11 July 86. (01576)

HEADSHIP

THE RALPH ALLEN

SECONDARY SCHOOL

Claverton Down Road

Combe Down, Bath BA2 7AD

Applications are invited for the Headship of this school.

Salary in accordance with Group 10. Vacancy from 1st January 1987.

Further details and application form (returnable by 11th July) from the Director of Education, Avon House North, PO Box 57, St James Barton, Bristol BS99 7EB. (see please)

Education Department

(01645)

Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation.

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Pastoral

Scale 2 Posts and above

SUFFOLK COUNTY COUNCIL

BLACKBURN C.E.V.E.

Blackburn, Lancashire

Required for September 1986 or January 1987.

Scale 1 Assistant Teacher with Music. Possibility of accommodation being available. Salary Scale (above Barnham). Applications with curriculum vitae and names and addresses of two referees should be sent to the Master, Higgate Junior School, 5 Higgate Road, London N6, from whom further details of the post may be obtained. (15715) 125818

Scale 2 Posts and above

NORFOLK COUNTY COUNCIL

EDWARD WORLIDGE MIDDLE SCHOOL

Suffolk Road, Great Yarmouth NR30 1EA on receipt of a.c.v.

Scale 1 Assistant Teacher in upper school with music (essential) suitable for a probationary appointment.

Closing date: As soon as possible.

Application forms obtainable from and returned to the Area Education Officer, 22 Euston Road, London NW1 2AF. Closing date: as soon as possible. (117660) 125822

NORFOLK COUNTY COUNCIL

EDWARD WORLIDGE MIDDLE SCHOOL

Suffolk Road, Great Yarmouth NR30 1EA on receipt of a.c.v.

Scale 1 Assistant Teacher in upper school with music (essential) suitable for a probationary appointment.

Closing date: As soon as possible.

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Physical Education

Scale 1 Posts

MERTON LONDON BOROUGH OF

EDUCATION COMMITTEE

MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER

ST THOMAS OF CANTERBURY I.C. MIDDLE SCHOOL

St Thomas of Canterbury, Merton, Surrey CR4 1SF

Required for September 1986 or January 1987.

Scale 1 Assistant Teacher with Music. Possibility of accommodation being available. Salary Scale (above Barnham). Applications with curriculum vitae and names and addresses of two referees should be sent to the Master, Higgate Junior School, 5 Higgate Road, London N6, from whom further details of the post may be obtained. (15715) 125818

Scale 2 Posts and above

NORFOLK COUNTY COUNCIL

EDWARD WORLIDGE MIDDLE SCHOOL

Suffolk Road, Great Yarmouth NR30 1EA on receipt of a.c.v.

Scale 1 Assistant Teacher in upper school with music (essential) suitable for a probationary appointment.

Closing date: As soon as possible.

Application forms obtainable from and returned to the Area Education Officer, 22 Euston Road, London NW1 2AF. Closing date: as soon as possible. (117660) 125822

NORFOLK COUNTY COUNCIL

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NORFOLK COUNTY COUNCIL

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Scale 1 Assistant Teacher in upper school with music (essential) suitable for a probationary appointment.

Closing date: As soon as possible.

Application forms obtainable from and returned to the Area Education Officer, 22 Euston Road, London NW1 2AF. Closing date: as soon as possible. (117660) 125822

NORFOLK COUNTY COUNCIL

EDWARD WORLIDGE MIDDLE SCHOOL

Suffolk Road, Great Yarmouth NR30 1EA on receipt of a.c.v.

Scale 1 Assistant Teacher in upper school with music (essential) suitable for a probationary appointment.

Other than by Subject Classification

Scale 2 Posts and above

MERTON LONDON BOROUGH OF

EDUCATION COMMITTEE

MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER

ST THOMAS OF CANTERBURY I.C. MIDDLE SCHOOL

St Thomas of Canterbury, Merton, Surrey CR4 1SF

Required for September 1986 or January 1987.

Scale 1 Assistant Teacher with Music. Possibility of accommodation being available. Salary Scale (above Barnham). Applications with curriculum vitae and names and addresses of two referees should be sent to the Master, Higgate Junior School, 5 Higgate Road, London N6, from whom further details of the post may be obtained. (15715) 125818

Scale 2 Posts and above

NORFOLK COUNTY COUNCIL

EDWARD WORLIDGE MIDDLE SCHOOL

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Scale 1 Assistant Teacher in upper school with music (essential) suitable for a probationary appointment.

Closing date: As soon as possible.

Application forms obtainable from and returned to the Area Education Officer, 22 Euston Road, London NW1 2AF. Closing date: as soon as possible. (117660) 125822

NORFOLK COUNTY COUNCIL

EDWARD WORLIDGE MIDDLE SCHOOL

Suffolk Road, Great Yarmouth NR30 1EA on receipt of a.c.v.

Scale 1 Assistant Teacher in upper school with music (essential) suitable for a probationary appointment.

Closing date: As soon as possible.

Application forms obtainable from and returned to the Area Education Officer, 22 Euston Road, London NW1 2AF. Closing date: as soon as possible. (117660) 125822

NORFOLK COUNTY COUNCIL

EDWARD WORLIDGE MIDDLE SCHOOL

AVON COUNTY
MONKS PARK SCHOOL,
Pilton Road, Bristol B47 0
Required from 1st September
1986. Teacher of G1
Physical Education/Religious
Studies (scale 1). The
successful candidate will
be in the promotion of a w
range of activities in Physical
Education for approximately
70% of the time.

30% being young, the other 70% being old. I have been teaching Religion Studies in a school of three years.

Letters of application to the Headteacher immediately giving full C.V. and names of two referees enclosing a 2000 word essay on an Equal Opportunity Commission employee as a discriminator on their suitability for the post, regardless of age, race, ability or sexual orientation. (11546), 13.9.20

BARNET
LONDON BOROUGH
MILL HILL COUNTY HIGH
SCHOOL
Governor, Crescent Mill Hill, London
Tel: 01-959 0017

BARNET
LONDON BOROUGH
MILL HILL COUNTY HIGH
SCHOOL
Worcester Crescent, Mill
Hill, London NW7 4LL
Tel: 01-959 0017

required September, 1981
and qualified PHYSICAL
EDUCATION specialist (Special-
ist) capable of teaching upper (Seal-
e) classes of boys' sports. Plans
state: subsidiary classroom
subject, personal expenses and
operational allowances available.
Apply in writing as soon as
possible to Head Teacher
of the school v. and names of
two referees of Education
Director of Education
services, (10513) 13422

Comprehensive. Roll 877.
10th Form 157. London
allowance £724 payable.
Learest tube station High
barnet
acquired September, 1986
teacher of PHYSICAL EDUCA
TION to join department o
five. School has excellen
reputation in its major games
rugby. Cricket. Athletics
cross country. and

combined with strong inter-
course games programme. Scale
Facilities include extensive
playing fields, gymnasium, 25
meter swimming pool, 25
meters court, tennis courts, Stone
multi-gym centre.
Removal expenses and
operation allowances avail-
able.
Apply in writing to Head
Office within 7 days with full
v. and names of two referees.
A.E.
Director of Educational Snp-
ces. (10424) 134922

cellies, Slough SL5 7PR
D.R. 668
quired for September 1986,
Teacher of Boys Physical
Education together with either
Geography or English. The
ool is selective and the
ositional and has a fine
e record.
Applications in writing with
CV and two referees to the
Director.

o Closing date,
n Equal Opportunity Em-
ver. (10268) 134232



MUSIC IN
TEACHERS

for Music in Somerset, the
seeks to appoint suitably
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INDEPENDENT EDUCATION continued

Music

Other Assistants

BERKSHIRE
THE ARDEN SCHOOL.
Reading, Berkshire.
Part-time TEACHER OF
CLARINET and SAXOPHONE
required for the Autumn Term
1986. Work for two or three
days a week in available.
Please apply to the Headmaster,
The Arden School, Reading,
Berkshire, RG1 1AA. (18322)

DORSET

PIANO
Required for September
1986. Qualified teacher of
Piano. Approximately one
or two days a week.
Apply, stating qualifications
and experience, to the
Headmaster, Sherborne
School, Dorset. (18323)

DORSET

SAXOPHONE
Required for September
1986. Qualified teacher of
Saxophone, part-time. Ability
to teach the Flute in
addition to Saxophone not essential.
Apply in writing stating
qualifications and experience
to the Headmaster, Sherborne
School, Dorset. (18323)

NOTTINGHAMSHIRE

**ASSISTANT DIRECTOR OF
ARTS**
Required for September 1986
for a full-time post. The
successful candidate will be
responsible for the co-ordination
of the school's artistic and
cultural activities. The post
holder will be expected to
develop and maintain a high
standard of artistic and
cultural provision. The post
holder will be expected to
work closely with the Headmaster
and the Governors. The post
holder will be expected to
work closely with the staff and
pupils. The post holder will
be expected to work closely
with the parents. The post
holder will be expected to
work closely with the community.
Apply in writing to the
Headmaster, Nottingham
School, Nottingham. (18324)

ROME

PIANO AND OVERSEAS TRAVELLING
Required for September 1986.
Apply in writing to the
Headmaster, Rome School,
Rome. (18325)

SURREY

**THE ROYAL GRAMMAR
SCHOOL**
Guildford, Surrey.
1986. 1987. 1988. 1989.
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1994. 1995. 1996. 1997.
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COLLEGES OF FURTHER EDUCATION

HARROW
LONDON BOROUGH OF HARROW
HARROW COLLEGE OF FURTHER EDUCATION
DEPARTMENT OF ADULT STUDIES
TEMPORARY LECTURER I
FOR THE HEARING IMPAIRED

Applications are invited for a temporary Lecturer I (1985) to assist as a specialist in the provision of courses for hearing impaired adults. This is a temporary post until 31st August 1987. Details will be sent to those who apply to the Principal, Harrow College of Further Education, 100, High Street, Harrow, Middlesex HA1 1AA. Tel: 01873 812121. Applications should be returned by Friday 11 July 1986.

Salary as per FE Bureau Committee Scale for a Lecturer I (1985) £6,324 - £11,247 per annum plus Outer London Allowance.

HARROW IS AN EQUAL OPPORTUNITIES EMPLOYER. (10171) 220026

HUMBERSIDE COUNTY COUNCIL

GRIMSBY COLLEGE OF TECHNOLOGY
DEPARTMENT OF FURTHER EDUCATION
LECTURER I IN FOOD TECHNOLOGY

This post is within the special community education and training section of a Group 7 College. The successful candidate will be responsible for advising college management on aspects of the education of students with special educational needs, and for providing such provision. The successful candidate will be involved with 2 year V.T.S. courses (related to students with special educational needs). The ideal applicant will have suitable qualifications and experience in the field of special educational needs, and a willingness to work with young people with special educational needs. Salary: £6,324 - £11,247 p.a. (1985) plus Outer London Allowance. Further details and application form available on request from the Principal, Grimsby College of Technology, 100, High Street, Grimsby, South Humberside DN1 5AB. Tel: 01462 420026. Closing date: 11th July 1986. Humberside County Council is an Equal Opportunities Employer. (10039) 220026

HUMBERSIDE COUNTY COUNCIL

GRIMSBY COLLEGE OF TECHNOLOGY
DEPARTMENT OF FURTHER EDUCATION
LECTURER I IN ART & CRAFTS

To teach both Practical Art and Craft subjects in the Art and Craft Department of Grimsby College of Technology. The successful candidate will be responsible for the delivery of a range of courses in Art and Craft. The ideal applicant will have suitable qualifications and experience in the field of Art and Craft, and a willingness to work with young people. Salary: £6,324 - £11,247 p.a. (1985) plus Outer London Allowance. Further details and application form available on request from the Principal, Grimsby College of Technology, 100, High Street, Grimsby, South Humberside DN1 5AB. Tel: 01462 420026. Closing date: 11th July 1986. Humberside County Council is an Equal Opportunities Employer. (10039) 220026

HUMBERSIDE COUNTY COUNCIL

GRIMSBY COLLEGE OF TECHNOLOGY
DEPARTMENT OF FURTHER EDUCATION
LECTURER I IN BUSINESS STUDIES

To teach both Practical Business Studies and Business Studies in the Business Studies Department of Grimsby College of Technology. The successful candidate will be responsible for the delivery of a range of courses in Business Studies. The ideal applicant will have suitable qualifications and experience in the field of Business Studies, and a willingness to work with young people. Salary: £6,324 - £11,247 p.a. (1985) plus Outer London Allowance. Further details and application form available on request from the Principal, Grimsby College of Technology, 100, High Street, Grimsby, South Humberside DN1 5AB. Tel: 01462 420026. Closing date: 11th July 1986. Humberside County Council is an Equal Opportunities Employer. (10039) 220026

HUMBERSIDE COUNTY COUNCIL

GRIMSBY COLLEGE OF TECHNOLOGY
DEPARTMENT OF FURTHER EDUCATION
LECTURER I IN BUSINESS STUDIES

HERTFORDSHIRE COUNTY COUNCIL
DEPARTMENT OF FURTHER EDUCATION
LECTURER I IN BUSINESS STUDIES

Applications are invited for a temporary Lecturer I (1985) to assist as a specialist in the provision of courses for hearing impaired adults. This is a temporary post until 31st August 1987. Details will be sent to those who apply to the Principal, Hertfordshire College of Further Education, 100, High Street, Hertford, Hertfordshire SG1 1AA. Tel: 0462 420026. Applications should be returned by Friday 11 July 1986.

Salary as per FE Bureau Committee Scale for a Lecturer I (1985) £6,324 - £11,247 per annum plus Outer London Allowance.

HERTFORDSHIRE IS AN EQUAL OPPORTUNITIES EMPLOYER. (10171) 220026

HERTFORDSHIRE COUNTY COUNCIL

HERTFORD COLLEGE OF FURTHER EDUCATION
DEPARTMENT OF FURTHER EDUCATION
LECTURER I IN BUSINESS STUDIES

This post is within the special community education and training section of a Group 7 College. The successful candidate will be responsible for advising college management on aspects of the education of students with special educational needs, and for providing such provision. The successful candidate will be involved with 2 year V.T.S. courses (related to students with special educational needs). The ideal applicant will have suitable qualifications and experience in the field of special educational needs, and a willingness to work with young people with special educational needs. Salary: £6,324 - £11,247 p.a. (1985) plus Outer London Allowance. Further details and application form available on request from the Principal, Hertford College of Further Education, 100, High Street, Hertford, Hertfordshire SG1 1AA. Tel: 0462 420026. Closing date: 11th July 1986. Hertfordshire County Council is an Equal Opportunities Employer. (10039) 220026

HERTFORDSHIRE COUNTY COUNCIL

HERTFORD COLLEGE OF FURTHER EDUCATION
DEPARTMENT OF FURTHER EDUCATION
LECTURER I IN BUSINESS STUDIES

To teach both Practical Business Studies and Business Studies in the Business Studies Department of Hertford College of Further Education. The successful candidate will be responsible for the delivery of a range of courses in Business Studies. The ideal applicant will have suitable qualifications and experience in the field of Business Studies, and a willingness to work with young people. Salary: £6,324 - £11,247 p.a. (1985) plus Outer London Allowance. Further details and application form available on request from the Principal, Hertford College of Further Education, 100, High Street, Hertford, Hertfordshire SG1 1AA. Tel: 0462 420026. Closing date: 11th July 1986. Hertfordshire County Council is an Equal Opportunities Employer. (10039) 220026

HERTFORDSHIRE COUNTY COUNCIL

HERTFORD COLLEGE OF FURTHER EDUCATION
DEPARTMENT OF FURTHER EDUCATION
LECTURER I IN BUSINESS STUDIES

To teach both Practical Business Studies and Business Studies in the Business Studies Department of Hertford College of Further Education. The successful candidate will be responsible for the delivery of a range of courses in Business Studies. The ideal applicant will have suitable qualifications and experience in the field of Business Studies, and a willingness to work with young people. Salary: £6,324 - £11,247 p.a. (1985) plus Outer London Allowance. Further details and application form available on request from the Principal, Hertford College of Further Education, 100, High Street, Hertford, Hertfordshire SG1 1AA. Tel: 0462 420026. Closing date: 11th July 1986. Hertfordshire County Council is an Equal Opportunities Employer. (10039) 220026

HERTFORDSHIRE COUNTY COUNCIL

HERTFORD COLLEGE OF FURTHER EDUCATION
DEPARTMENT OF FURTHER EDUCATION
LECTURER I IN BUSINESS STUDIES

KENT COUNTY COUNCIL
DEPARTMENT OF FURTHER EDUCATION
LECTURER I IN BUSINESS STUDIES

Applications are invited for a temporary Lecturer I (1985) to assist as a specialist in the provision of courses for hearing impaired adults. This is a temporary post until 31st August 1987. Details will be sent to those who apply to the Principal, Kent County Council, 100, High Street, Canterbury, Kent CT1 1AA. Tel: 01843 420026. Applications should be returned by Friday 11 July 1986.

Salary as per FE Bureau Committee Scale for a Lecturer I (1985) £6,324 - £11,247 per annum plus Outer London Allowance.

KENT IS AN EQUAL OPPORTUNITIES EMPLOYER. (10171) 220026

KENT COUNTY COUNCIL

SEVENOAKS COLLEGE OF FURTHER EDUCATION
DEPARTMENT OF FURTHER EDUCATION
LECTURER I IN BUSINESS STUDIES

This post is within the special community education and training section of a Group 7 College. The successful candidate will be responsible for advising college management on aspects of the education of students with special educational needs, and for providing such provision. The successful candidate will be involved with 2 year V.T.S. courses (related to students with special educational needs). The ideal applicant will have suitable qualifications and experience in the field of special educational needs, and a willingness to work with young people with special educational needs. Salary: £6,324 - £11,247 p.a. (1985) plus Outer London Allowance. Further details and application form available on request from the Principal, Sevenoaks College of Further Education, 100, High Street, Sevenoaks, Kent TN11 1AA. Tel: 01795 420026. Closing date: 11th July 1986. Kent County Council is an Equal Opportunities Employer. (10039) 220026

KENT COUNTY COUNCIL

SEVENOAKS COLLEGE OF FURTHER EDUCATION
DEPARTMENT OF FURTHER EDUCATION
LECTURER I IN BUSINESS STUDIES

To teach both Practical Business Studies and Business Studies in the Business Studies Department of Sevenoaks College of Further Education. The successful candidate will be responsible for the delivery of a range of courses in Business Studies. The ideal applicant will have suitable qualifications and experience in the field of Business Studies, and a willingness to work with young people. Salary: £6,324 - £11,247 p.a. (1985) plus Outer London Allowance. Further details and application form available on request from the Principal, Sevenoaks College of Further Education, 100, High Street, Sevenoaks, Kent TN11 1AA. Tel: 01795 420026. Closing date: 11th July 1986. Kent County Council is an Equal Opportunities Employer. (10039) 220026

KENT COUNTY COUNCIL

SEVENOAKS COLLEGE OF FURTHER EDUCATION
DEPARTMENT OF FURTHER EDUCATION
LECTURER I IN BUSINESS STUDIES

To teach both Practical Business Studies and Business Studies in the Business Studies Department of Sevenoaks College of Further Education. The successful candidate will be responsible for the delivery of a range of courses in Business Studies. The ideal applicant will have suitable qualifications and experience in the field of Business Studies, and a willingness to work with young people. Salary: £6,324 - £11,247 p.a. (1985) plus Outer London Allowance. Further details and application form available on request from the Principal, Sevenoaks College of Further Education, 100, High Street, Sevenoaks, Kent TN11 1AA. Tel: 01795 420026. Closing date: 11th July 1986. Kent County Council is an Equal Opportunities Employer. (10039) 220026

KENT COUNTY COUNCIL

SEVENOAKS COLLEGE OF FURTHER EDUCATION
DEPARTMENT OF FURTHER EDUCATION
LECTURER I IN BUSINESS STUDIES

LINCOLNSHIRE COUNTY COUNCIL
DEPARTMENT OF FURTHER EDUCATION
LECTURER I IN BUSINESS STUDIES

Applications are invited for a temporary Lecturer I (1985) to assist as a specialist in the provision of courses for hearing impaired adults. This is a temporary post until 31st August 1987. Details will be sent to those who apply to the Principal, Lincolnshire County Council, 100, High Street, Lincoln, Lincolnshire LN1 1AA. Tel: 01522 420026. Applications should be returned by Friday 11 July 1986.

Salary as per FE Bureau Committee Scale for a Lecturer I (1985) £6,324 - £11,247 per annum plus Outer London Allowance.

LINCOLNSHIRE IS AN EQUAL OPPORTUNITIES EMPLOYER. (10171) 220026

LINCOLNSHIRE COUNTY COUNCIL

GRANTHAM COLLEGE OF FURTHER EDUCATION
DEPARTMENT OF FURTHER EDUCATION
LECTURER I IN BUSINESS STUDIES

This post is within the special community education and training section of a Group 7 College. The successful candidate will be responsible for advising college management on aspects of the education of students with special educational needs, and for providing such provision. The successful candidate will be involved with 2 year V.T.S. courses (related to students with special educational needs). The ideal applicant will have suitable qualifications and experience in the field of special educational needs, and a willingness to work with young people with special educational needs. Salary: £6,324 - £11,247 p.a. (1985) plus Outer London Allowance. Further details and application form available on request from the Principal, Grantham College of Further Education, 100, High Street, Grantham, Lincolnshire LN1 1AA. Tel: 01522 420026. Closing date: 11th July 1986. Lincolnshire County Council is an Equal Opportunities Employer. (10039) 220026

LINCOLNSHIRE COUNTY COUNCIL

GRANTHAM COLLEGE OF FURTHER EDUCATION
DEPARTMENT OF FURTHER EDUCATION
LECTURER I IN BUSINESS STUDIES

To teach both Practical Business Studies and Business Studies in the Business Studies Department of Grantham College of Further Education. The successful candidate will be responsible for the delivery of a range of courses in Business Studies. The ideal applicant will have suitable qualifications and experience in the field of Business Studies, and a willingness to work with young people. Salary: £6,324 - £11,247 p.a. (1985) plus Outer London Allowance. Further details and application form available on request from the Principal, Grantham College of Further Education, 100, High Street, Grantham, Lincolnshire LN1 1AA. Tel: 01522 420026. Closing date: 11th July 1986. Lincolnshire County Council is an Equal Opportunities Employer. (10039) 220026

LINCOLNSHIRE COUNTY COUNCIL

GRANTHAM COLLEGE OF FURTHER EDUCATION
DEPARTMENT OF FURTHER EDUCATION
LECTURER I IN BUSINESS STUDIES

To teach both Practical Business Studies and Business Studies in the Business Studies Department of Grantham College of Further Education. The successful candidate will be responsible for the delivery of a range of courses in Business Studies. The ideal applicant will have suitable qualifications and experience in the field of Business Studies, and a willingness to work with young people. Salary: £6,324 - £11,247 p.a. (1985) plus Outer London Allowance. Further details and application form available on request from the Principal, Grantham College of Further Education, 100, High Street, Grantham, Lincolnshire LN1 1AA. Tel: 01522 420026. Closing date: 11th July 1986. Lincolnshire County Council is an Equal Opportunities Employer. (10039) 220026

LINCOLNSHIRE COUNTY COUNCIL

GRANTHAM COLLEGE OF FURTHER EDUCATION
DEPARTMENT OF FURTHER EDUCATION
LECTURER I IN BUSINESS STUDIES

TRESHAM COLLEGE
Required from September 1986 at this College

Part-Time Foreign Language Lecturer
Applications are invited from suitably qualified persons to teach languages at the Kettering Centre.

For further details please telephone the Departmental Secretary on extension 255.

Part-Time Lecturer(s) in Retail Studies
Applications are invited from men or women with a good retailing background and who have had experience of staff training. Formal qualifications are desirable but not essential.

The work will consist mainly of teaching 16 year old students on V.T.S. programmes and other full-time students looking for a career in retailing.

Please contact Mr R. Sims, Head of Business & Management Studies extension 213.

Part-Time Lecturer(s) in Three Dimensional Design
Applications should be able to teach workshop skills and related theory to Foundation 'A' and 'O' level standard. A knowledge of C.P.V.E. would be advantageous.

Please contact Mr R. Elias, Head of Art & Adult Education extension 210.

For further information regarding the above posts please contact the respective Heads of Department at Tresham College, St. Mary's Road, Kettering, Northants NN16 7BS. Tel: Kettering 85353.

BRADFORD & ILKLEY COMMUNITY COLLEGE

Department of Multicultural Education
LECTURER I - CURRICULUM RESEARCH AND EVALUATION
Post Ref: OL/0033

Fixed-term contract to cover for secondment. You should have an established record of involvement in research work. Some experience of curriculum and staff development to promote and develop anti-racist teaching is essential.

You should have an understanding of and commitment to Bradford's Black communities and their needs in relation to education provision.

Experience of teaching in FE/HE/Adult/Community Education is essential.

Salary on the scale £3,324 - £11,247.

SENIOR RESEARCH FELLOW (HALF-TIME)
Post Ref: OL/0034

Fixed-term contract to 31.8.87. To work on an FEU funded project: 'The Implementation of Multicultural and Anti-Racist Policies in the curriculum of Further and Higher Education Colleges'.

You should have qualifications and experience in social and educational research and sufficient background and experience in further education to liaise closely with the senior staff of Colleges. Experience in Colleges or Schools that serve minority communities and some familiarity with community languages would be strong advantages.

Salary on a scale £5,716 - £9,742.

Applications are particularly welcome from members of the Asian and Afro-Caribbean communities.

Further details and an application form are available from Alan Hodgson, Staffing Officer, Bradford & Ilkley Community College, Great Horton Road, Bradford BD7 1UR. Closing date: 4th July 1986.

WE ARE AN EQUAL OPPORTUNITIES EMPLOYER

Closing date: 11 July 1986

exeter college

Hale Road, Exeter EX4 4JS.

(1030)

Barnfield College

(Luton)

(1030)

Application forms and further details are available from the Principal, Barnfield College, 100, High Street, Luton, Bedfordshire LU3 2AX. Tel: 0582 507531. Closing date: 11th July 1986.

Salary scale: £3,324 - £11,247 p.a.

Applications are invited from suitably qualified persons for the posts which are available from September 1st 1986. An ability to teach on BTEC National, GCE VTS and professional level courses in 1 or more of economics, business, marketing, finance, social administration, international trade or other related areas is required.

Salary £3,324 - £11,247 p.a.

Application forms and further details are available from the Principal, Barnfield College, 100, High Street, Luton, Bedfordshire LU3 2AX. Tel: 0582 507531. Closing date: 11th July 1986.

Salary scale: £3,324 - £11,247 p.a.

Applications are invited from suitably qualified persons for the posts which are available from September 1st 1986. An ability to teach on BTEC National, GCE VTS and professional level courses in 1 or more of economics, business, marketing, finance, social administration, international trade or other related areas is required.

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Applications are invited from suitably qualified persons for the posts which are available from September 1st 1986. An ability to teach on BTEC National, GCE VTS and professional level courses in 1 or more of economics, business, marketing, finance, social administration, international trade or other related areas is required.

Salary £3,324 - £11,247 p.a.

Application forms and further details are available from the Principal, Barnfield College, 100, High Street, Luton, Bedfordshire LU3 2AX. Tel: 0582 507531. Closing date: 11th July 1986.

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YOUTH & COMMUNITY
continued

WESTSUSSEX
MANHOOD COMMUNITY
COLLEGE
School Lane, Selsey,
Chichester, PO20 5EH
(Group 9, 10-16 Mixed
Comprehensive)
Required January 1987, Youth
Tutor, 5. Full post includes a 30% teaching commitment in the Education for Living Programme.
Form and details from Headmistress at School on receipt of a.s.a. (10463) 440000

HEREFORD
& WORCESTER
YOUTH SERVICE

Applications invited for full-time qualified Youth Worker at Woodrush Youth Centre on the campus of Woodrush High School, Shawbury Lane, Woodbury, Birmingham. The post includes some social education work within the school and liaison with a local community centre. Salary JNC range 3 points 1 to 3) £5,535 to £5,594.
Full particulars and application forms from County Youth Officer (CVS/AGT), County Council, Worcester, WR1 3AD. Pencilcase a.s.a. please. Closing date 11th July 1986. (10566) 440000

SURREY
FRIMLEY COMMUNITY
CENTRE
MANAGER

Salary £8,000 Bonus
The Centre's facilities include a Community Hall, Bar and Committee rooms. We require someone with experience of running a bar, to have a flair for marketing, be keen and enthusiastic and prepared to spend time developing a broad based community programme, with particular emphasis on youth facilities.
Ideally suit candidate with some management experience or looking for first management appointment.
Applications to: Arena Leisure Centre, Grand Avenue, Camberley, Surrey.
Closing Date 4th July 1986. (10532) 400036

RIYADH SCHOOLS SAUDI ARABIA TEACHERS

Applications are invited from Male and Female teachers to teach Kindergarten, Elementary, Intermediate and Secondary school in Riyadh, Saudi Arabia.

Applicants must be native English speakers with suitable TOEFL qualifications and experience. Contracts are for one year and renewable, and benefits include tax free salaries.

Interested applicants should apply in writing immediately to the following address, enclosing a complete C.V. (giving day-time telephone number, two passport size photographs, and non-returnable copies of qualifications A.S.A.P.). Terms of employment to be discussed at interview.

Interviews will be held on 9th of July to 23rd July 86:

Saudi Arabian Educational Office
29 Belgrave Square, London SW1 (Ref No. 256)

Senior Lecturer

£15,784-£20,020 p.a. + 25% gratuity

Lecturers

£10,356-£14,937 p.a. + 25% gratuity

Hong Kong

● Low tax area - maximum 17% ● Generous leave ● Medical and dental benefits ● Subsidised accommodation ● Free passages and holiday visits for children ● Children's education allowance. The Education Department in Hong Kong invites applications for appointment to the following posts:-

Senior Lecturer, College of Education

Qualifications
A degree in English and a Certificate in Education or equivalent plus 6 years post-qualification experience in teaching and research or teacher training.

Duties
Assist in the administration and organisation of teacher education courses; lecture and give tutorials to students; and supervise students

practical teaching in schools.

Terms of Appointment & Salary
The appointment will be for 2½ years. The salary scale is HK\$15,745 to HK\$19,970 per month (approx. £15,784 to £20,020 p.a.)

Ref: APPTIED-318/SL(CE-ED, IE)

Lecturer, Institute of Language in Education Lecturer, College of Education

Qualifications
A degree in English and a Certificate in Education or equivalent plus 4 years post-qualification experience in teaching and research or teacher training.

Duties
In the Institute of Language in Education: Assist in the organisation and conduct of full time teacher training courses; conduct tutorials for Institute teacher participants to improve their English language skills; lecture to and conduct tutorials for teacher participants on language teaching methodology and materials design and development, assist in the conduct of approved Institute research

projects and in the development of practical applications of research findings; assist in the design, preparation and dissemination of language learning and teaching materials.
In the College of Education: Lecture and give tutorials to students; and supervise students' practical teaching in schools.

Terms of Appointment & Salary
The appointment will be for 2½ years. The salary scale is HK\$10,330 to HK\$14,937 p.a. (approx. £10,356 to £14,937 p.a.) Starting salary will depend on experience.

Ref: APPTIED-418/SL(G) (CE-ED, IE)

For further information and an application form write to the Hong Kong Government Office, 6 Grafton Street, London W1X 3LB, quoting the appropriate reference number. Closing date for applications: 18 July 1986.

*Based on exchange rate HK\$11.97 = £1 (Subject to fluctuation)

Hong Kong Government

Overseas Appointments

BARCELONA

Qualifications: Graduate in English Language and Literature, University of Barcelona. Spanish-speaking. Excellent salary and conditions.

Box TEE 00550, Priority House, 51 John's Lane, EC1M 4BX. (10549) 460000

EGYPT
Graduate/teacher required by British family resident in Luxor, Egypt to teach their 5 girls aged 10 to 14 from August 1986. Courses material provided.

Contact: Sue Dunne, Tel: 01-403 6471. (10535) 460000

FINLAND
International Language Teaching Postings. Requires a number of teachers for English in Turkey, Tampere, Helsinki, and Lahti, teaching mainly business students often in company. Applicants should be graduates with Linguistics TEFL certificate or equivalent with a minimum of two years teaching experience.

Nine month contracts commencing September 1986. Interviews will be held in London on 17th and 18th July.

Please send a letter of application and C.V. to: International Personnel Manager, Linguaroma 55, 11th Floor, London SW1V 5JH. (11735) 460000

GREECE
TEACHING POSTING. Requires a number of teachers for English at all levels, from beginners to advanced. Qualifications: Candidates should be native speakers, have a Degree either in English (Language and/or Literature) or Linguistics or Languages or something appropriate.

Good salary, travelling expenses to Greece, help to find accommodation and working conditions right in the heart of Thessaloniki, and an opportunity to study the modern methods. A one-year renewable contract. Please meet me at MOUNT ROYAL HOTEL, Oxford Street, Marble Arch, London W1, Monday 7th July, 1986, between 10 a.m. and 6 p.m., bringing your curriculum vitae and a recent passport photo (at the reception desk for Mr. Karabiniotis). (11655) 460000

GREECE
Teaching post vacant. Experience and/or T.E.F.L. Qualifications preferred. Contact: T. J. J. Jones, School of English, 6 Averil St., Laima 551 00, Greece. 460000

GREECE
2 F.T. Teacher required for school in Northern Greece. Starting October. Please send curriculum vitae to: Sophia Sakakidou, 1 Proufou Ila Str., Thessaloniki, Greece. (10507) 460000

ITALY
Long established and profitable international language schools group in North Italy requires EFL Teachers. Must be professionally qualified (TEFL or equivalent) and have experience. Knowledge of Italian an advantage. 2500 miles. Salary £20,000 p.a. plus benefits. For application form and brochure on terms of employment, contact Miss J. Spence, 34 Chatterfield Road, London W4, Tel: 01-995 2946 (int. 4.30 p.m.). (16578) 460000

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GREECE
Qualified English Teacher on University level, to teach English in English Language school in Athens/Greece. Please contact: Mrs. Gidas, Tel: 01-403 6471. (10535) 460000

Japan
Persons with a degree and experience in such fields as engineering, business administration, finance, pharmacology, languages, or education wishing to teach business adults for one or two years in Tokyo should apply to: International Education Ser., 707 Dogenzaka, Shibuya-ku, Tokyo 150, Japan. (10543) 460000

Further information on the position, qualifications, salary, housing, transportation and housing can be obtained by sending a detailed resume and recent photograph to: I.E.S. (11734) 460000

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